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ABSTRACT

Intended as a motivational tool to be used in public school classroom instruction and counseling, this document recognizes some of the outstanding women, from varied ethnic and racial backgrounds, who have contributed to life in the northwestern United States. The document contains succinct biographies of 37 women, and also includes suggestions to teachers and counselors on how to use the document with students. Each biography includes a photograph of the woman featured. The women live in Alaska, Idaho, Oregon, and Washington, and their biographies are grouped by state. The occupations of the women include the following: traditional basket weaver; bush pilot; attorney; civil rights activist; home economist; teacher; poet; violinist; engineer; legislator; theatre director; nuclear engineer; dentist; corporate executive; social service director; bank administrator; military leader; county commissioner; business owner and manager; counselor; Native American mask artist; international marketing entrepreneur; secretary of state; zoo director; nurse practitioner; civic leader; community health representative; restaurateur; city lawmaker; consultant; state legislator; Congressional representative; Native American language translator; school board director; and historian. The document's advice to teachers and counselors includes suggestions on the following themes: (1) success; (2) history and tradition; (3) obstacles to overcome; and (4) learning. (CML)

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Glimpses Into Northwest Lives:

SOME OUTSTANDING WOMEN

June 1989
First Edition

by
Dr. Ethel Simon-McWilliams
Fran Caldwell
Center for National Origin, Race and Sex Equity

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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The states of Alaska, Idaho, Oregon, and Washington possess breathtaking natural beauty, abundant natural resources, thriving industry, and above all, hearty people. The women of these states, whose contributions sometimes go unrecognized, have worked side by side with men to improve the lives of present and future Northwest citizens. Northwest women take their places in lawmaking bodies, boardrooms, and science laboratories. They operate heavy machinery, manage schools and businesses, and create award winning art. This book recognizes some of these outstanding women, from varied ethnic and racial backgrounds, who have contributed their time and talents to make life more beautiful in the Northwest.

Outstanding women are not lacking in the Northwest-this small book includes only some of them. Our appreciation is extended to the following state department of education equity specialists who helped identify women in their states who represent the hundreds who could fill these pages: Annie Calkins, Alaska; Barbara Eisenbarth, Idaho; Barbara Johnstone, Washington; and Robin Butterfield and Hilda Thompson, Oregon. Newspaper editors from various cities, especially Betty Ehlers, Community Editor for the East Oregonian, were also helpful.

Information on each woman was gathered from resumes; autobiographical writings; articles in newspapers, magazines, and booklets; and personal or telephone interviews. Usually the method was a combination of the above; published sources utilized are identified at the end of each article.

Also included in the book are suggestions for using the biographies in classroom or counseling situations. Not designed as lesson plans, they are merely suggestions for themes, objectives, and activities that relate to the issues the women's stories address.

This book models one completed in February 1987 entitled Glimpses Into Pacific Lives: Some Outstanding Women. Distributed to educators in Hawaii and the Pacific Islands, and on the mainland as well, it serves as a motivational tool in public school classroom instruction and counseling. This book has the same purpose. It is our hope that the exemplary lives described within these pages will inspire young women and men to reach for goals that will not only enhance their own lives, but those of other people.

Dr. Ethel Simon-McWilliams

Fran Caldwell

About the initiator and manager of this project...

Dr. Ethel Simon-McWilliams is a person who makes things happen. Usually working behind the scenes, pulling the right strings, opening the necessary doors, planning, arranging, persuading, conducting, and connecting, she has been key to a multitude of worthy projects and has been a role model and mentor to many persons. This book is only one of numerous activities in her life devoted to service.

Born in Washington, D.C. to Robert Simon, Sr. and Erma Katherine Anderson Simon, Ethel attended segregated elementary and secondary public schools with two sisters, Patricia and Jacquelyn, and a brother, Robert, Jr. Even as early as elementary school, she was becoming aware of possibilities available to her, and credits her mother and a second-grade male teacher as motivators, persons who taught her to stretch herself to reach goals. Another person from her childhood who left a lasting impression was a black female psychiatrist, extremely rare at that time. She remembers being awed by the shelves of books in the woman's office and with the thought that this was a woman who could understand the workings of the human mind and assist people in leading satisfying and productive lives.

Ethel graduated from the District of Columbia Teachers' College with a degree in elementary education. In addition to working full-time while attending secondary school, she also worked full-time as a teacher in a nursery school, a clerk at the U.S. Post Office, and an assistant in a physician's office during her years of undergraduate study. All her life she has held full-time jobs while at the same time pursuing her education. Ethel has two children, Cornell Christopher and Lisa Suzanne. She adds that her mother, older sister and other family members must be acknowledged for assisting with the care of her children, who are both college graduates and as she states "My children are outstanding, productive adults of whom I am very proud." Such a balancing act prepared her for later roles, but demanded great personal sacrifice. "Personal sacrifices are insignificant," she says, "if you have a goal which will enable you to better assist in enhancing the quality of life for others."

The bachelor's degree led to a master's in administration and supervision from The George Washington University in Washington, D.C. and finally a doctorate in administration/curriculum and instruction from the University of South Carolina. During the pursuit of these degrees she also remained employed full time and participated in community activities.

Ethel's first job after receiving her bachelor's degree was as a classroom teacher of first graders in Washington, D.C. After five years, she became an assistant to the principal in the same school. From this beginning grew a long succession of positions. She moved to South Carolina in 1971 to accept a job with the Chester County Public Schools. Here she held positions of Language Arts Coordinator, County Director of Secondary Reading and County Director of Reading and Mathematics Laboratories. She was, also, a feature columnist for the Lancaster, South Carolina News. Her column was titled "Soundings." Through this column she was able to spotlight persons who were making significant contributions in the community.

In 1975 Ethel moved to Columbia, South Carolina, where she was employed by the State Department of Education as a program specialist. She later became an Assistant Professor and Desegregation Assistance Center Director at the University of South Carolina. In 1978 she received the Emergency School Aid Act Award of South Carolina--"In appreciation of your contribution to the integration of public school systems of South Carolina."

Ethel relocated to Portland in 1979 accepting a position with the Northwest Regional Educational Laboratory. She now serves as the Laboratory's Associate Executive Director and Desegregation Assistance Center Director.

The work has been fulfilling and continuously more demanding as time has progressed. Ethel describes herself as "always aspiring, never arriving," and yet many would consider any one of the responsibilities she has held as "enough." However, "enough" does not enter her vocabulary because work always remains to be done, some program to initiate in response to a need, another program to improve, and yet another community organization or individual to help.

What does she do in her spare time, away from work and responsibility? More work and responsibility, but of a different kind. Her "avocation" is the community. In the ten and one-half years she has lived in Portland, Ethel has either chaired or been a member of over 40 boards, commissions, committees, and clubs. The following are just a few of which she is or has been a member: St. Vincent Hospital and Medical Center Advisory Board (first female chairperson and chairperson of its Planning Policy Committee); St. Vincent Medical Foundation Council of Trustees; Pacific Power and Light Company Board of Directors and chairperson of its Audit Committe; Oregon Commission on Public Broadcasting; Portland Cable Regulatory Commission; The Founders Club Board of Directors (treasurer); Arthritis Foundation Board of Directors; and Oregon Symphony Association Board of Directors.

By far her most personally rewarding community work has been as a member of both the Medical Foundation Council of Trustees and the Advisory Board of the St. Vincent Hospital and Medical Center. She has devoted much time fostering the hospital's effort of providing care to all who have needs whether they be medical, emotional, spiritual, etc., regardless of ability to pay. She says, "I get great satisfaction from enhancing other people's being. I feel that my being is making a difference for others because of the part I am able to play." Other community work and activities utilize and enhance her corporate management skills.

This book, recognizing the achievement of women in the Northwest, is another way Ethel seeks to "enhance other people's being." Years ago she recognized the lack of equitable educational materials celebrating the achievements of women. Her first book of this nature, Glimpses Into Pacific Lives: Some Outstanding Women, was written about women in the Pacific Islands and was so well-received by school personnel and others, not only in the Pacific but the mainland, that she believed the same should be done about women in the Northwest.

Glimpses Into Northwest Lives: Some Outstanding Women is only a small piece of the whole of Ethel's endeavors which is a list of activities too long to enumerate in these pages. From first graders in Washington, D.C. public schools to regional corporations and the entire national education scene, her presence and positive works have left a definite mark. This book would be incomplete without mention of the outstanding woman who made it possible.

Fran Caldwell
Writer/Editor

ALASKA

DELORES CHURCHILL

Traditional Basket Weaver

Delores Churchill is carrying on a traditional art, one passed on from generation to generation for centuries, and she has in turn taught her daughters, Holly and April, the ancient craft of Haida spruce and cedar basketry.

Delores's mother, Selina Peratrovich, who died at the age of 95 in 1984, learned the art of Haida basket weaving through many hours of watching a master weaver. Born in the Haida village of Masset in the Queen Charlotte Islands, British Columbia, Selina devoted herself to the perfection of her art. So seriously did she take her work that she required her own daughter, Delores, to fulfill a seven year apprenticeship before she could be considered proficient enough to teach Haida basketry herself.

Delores, as one of ten children, was born in her mother's Haida Indian village, and for a number of years spoke only the traditional language. When the family moved for medical reasons when her sister became ill, she learned English in a school in Prince Rupert. She was 16 when her mother, then widowed, brought her to Alaska.

At first Selina did not want to teach Delores basketry. Indian tradition requires a daughter to learn from someone other than her mother. Selina learned from her husband's mother. When Delores enrolled in her mother's class in Haida basketry at Ketchikan Community College, Selina refused to teach her. It was only when the college director intervened, insisting Delores had paid her fees and must be taught, that Selina finally consented.

Delores was reluctant also. She had a promising career in progress in medical accounting and satisfying hobbies that included hiking, biking, and scuba diving. It was only at her husband's prodding that she decided to learn. Her husband feared Haida weaving would die with Selina as she was the only one living who knew the skill well. This had happened with Siletz Indian basketry when the last weaver died.

Once the conflicts were resolved, mother and daughter taught many Haida basketry workshops not only in their city, Ketchikan, Alaska, but all over the U.S. and in Canada and Finland. Delores has since added the weaving techniques of Tsimshian, Tlingit, Athabascan, Aleut, and Nootka Indians to her art and has combined them in some of her works.

Basket weaving is a highly demanding art. From harvesting raw materials and preparing them properly to the complicated process of weaving, strength, dexterity, and precision are required. In addition, a healthy dose of patience is essential. Delores says, "There is no romance in basket weaving. It is hard, dirty, and time consuming. Many take classes, but few continue weaving."

Spruce root and cedar bark are the main materials used in Haida weaving. Delores remembers hating the pungent smell of yellow cedar as a child . The odor filled their house and was the first thing noticed when entering. Now she loves the smell. Cedar bark can only be collected during May, June, and July. Trees with high bottom branches are selected. The bark is grabbed and pulled back until the strip is 10-15 feet long. It is then broken by whipping from side to side. Spruce root must be gathered in the sandy soil near Juneau where the roots grow straight. Collecting roots involves a two mile walk each way into the forest, a trek Selina joined even at the age of 94. Only young and tender roots are selected, never thicker than the little finger. Roots are pulled from the ground, heated over an open fire, and then pulled and split, a long, arduous process. In both cases, the cedar and spruce trees are always left healthy. Haida weavers show great respect for the trees.

In 1984, the mother and daughter team was invited to participate in the American Folklife Festival at the

Smithsonian Institute in Washington D.C. There they exhibited Haida basketry and demonstrated their unique craft for interested audiences.

Having gained even wider recognition, their baskets are now exhibited as far away as Hamburg, West Germany, in the Museum for Volkerkunde, and each woman has received a special state award, Delores the Alaska State Legislative Award and her mother the Governor's Award for the Arts.

Both April Varnell and Holly Churchill, Delores's daughters, are learning the art of basketry. Before their grandmother died, she had the opportunity to view Holly's first basket. "You wet your cedar strips too much," was her only comment.

Perfection, as required by a master weaver, is what has kept the art of Haida basketry beautiful and unchanged. Delores and her daughters now bear the responsibility of passing the craft to others in its original form. Delores Churchill is actively engaged in doing just that.

Sources:

Beaumont, Mary and Debbie Piper. "Selina Peratrovich." 1988 Women in Alaska History, Curriculum Guide. Alaska Department of Education. 1988.

Demmert, Jane. "Haida Basket Weavers." Alaska Native News. (March, 1984) 32+.

Grey, Honey. "Ketchikanite, Delores Churchill." Alaskan Magazine. 17 (Sept. 1982): 2-5.

MARVEL CROSSON

Bush Pilot

Marvel Crosson was the first woman in Alaskan history to receive a pilot's license. Bush flying, no easy job, was not only her livelihood but her personal satisfaction.

Marvel and her brother Joe learned to fly in San Diego, California. Later, Joe was offered a job flying passengers and mail in Alaska. Marvel wanted to go with him, but their finances afforded transportation for only one--Joe. Marvel stayed behind working daily in a camera shop but spending every available moment chalking up flight time.

She made friends with the pilots at the airfield but she wrote, "There was something about this fellowship that used to get under my skin and make me bite my lips. These good fellows never forgot that I was a girl! There was a shade of condescension in their palship - they acted as though it was a pleasant thing for a girl to be interested in flying, but 'just among us men'it was of no importance. I could feel the sex line drawn against me, in spite of the fact that they were splendid fellows and pals of Joe."

When Joe returned, Marvel had recorded over 200 hours of solo piloting, impressing her brother and the other pilots. Regarding this, Marvel said, "No one ever thought of me as a 'woman pilot' anymore. I had the supreme satisfaction of having shown them all that a woman could fly as well and as securely as a man." This time Marvel accompanied Joe to Alaska. She was eager to try bush flying.

They arrived in Alaska when Marvel was 27 years old in 1927. In that same year, Marvel passed her flight examination and obtained the first pilot's license ever earned by a woman in the Alaska territory. Bush pilots must also be good mechanics. Joe said Marvel was the better mechanic and could "smell out" a weak spot in a plane at one sniff and most certainly fix it faster than he could.

At that time, many Alaskans had bad feelings for pilots. Dog mushers and those who owned businesses along the mushing trails were not happy to see more and more passengers, freight, and mail go by plane when in the past dogs had been the chief means of transportation. Some roadside establishments put up signs that read "No dogs nor pilots allowed."

In spite of this attitude, Marvel made friends among the Alaskans to whom she made deliveries in remote areas of North Alaska. Her fresh produce and friendly conversation were welcomed by the rugged inhabitants. They admired the spunk of this young woman whose daring matched that of their own in braving the frozen lands of Alaska. Later these people dedicated a public holiday in her honor.

Marvel's skill at flying continually increased, and in the spring of 1929, she set a new altitude record for women. Not long after this, in the fall, she was the first to file an official entry in the National Women's Air Derby. This event, appearing to be another opportunity to test her growing abilities, proved to be the final chapter of her life.

On August 19, 1929, while competing in the Derby, her plane developed engine problems on a flight from Santa Monica to Cleveland. Six miles north of Welton, Arizona, her body was found entangled in a parachute that opened too late.

Having spent only two years of her young life in Alaska, Marvel Crosson, nevertheless, left an indelible mark on the state and opened the door for all women pilots who followed.

Sources:

Bode, Linda. "Marvel Crosson." Alaska Women in Science and Studies. Alaska Department of Education, Division of Educational Program Support, Title IV Sex Desgregation Technical Assistance Grant. 1987.

"Marvel Crosson's Kid Brother Flies On." Everyweek Magazine. 1929.
Photo provided by Alaska Aviation Heritage Museum

MAHALA ASHLEY DICKERSON

Attorney and Civil Rights Activist

At age 77, Mahala Ashley Dickerson has not slowed down much. She still practices law in her office in Anchorage, Alaska, and swims regularly in her indoor pool at her homestead in Wasilla, Alaska.

Mahala was born and spent her early days on a farm in Montgomery, Alabama, one of three daughters born to school teacher parents. Her father not only taught school, but ran a small farm and a grocery store and sold insurance on the side.

Following her parents' example, Mahala became a school teacher after graduating Phi Beta Kappa (conferred in 1986) from Fisk University in 1935; but, operating on a strength and direction deep within herself, she did not stop there. Instead, she went after a law degree and in 1945 graduated cum laude from Howard University Law School. She was the first black woman attorney in the state of Alabama joining only two black male attorneys.

For awhile she practiced law in Indiana, but while on a vacation in Alaska, she fell in love with the state and in 1958 moved there, becoming the first black attorney in Alaska. The friendly people and beautiful landscape had enticed her. She lived on her own homestead of 160 acres of Alaskan wilderness and enjoyed staying in her small wooden cabin among the trees and shrubs. Now this small cabin has been replaced with a beautiful home overlooking a lake, boasting windows on all sides and an indoor swimming pool. Shelves of books line the walls of this home, evidence of Mahala's life-long love of reading. Every Fourth of July Mahala hosts a giant picnic with plenty of food, rowing on the lake, and other outdoor activities.

Mahala has practiced law in Alaska since 1958 and has continually fought for the rights of women and minorities.

She has taken a number of "peonage" cases of black tenant farmers. Forced to work for landlords to pay off crippling debts, these farmers owed far more than they could ever pay off in one growing season. Mahala called this system "an extension of slavery" because there was no way for a farmer to crawl out from this mountain of debt. If he left, his wife and children would be detained until he came back to face court charges.

A case in 1975 involved female university professors who received less pay than male professors at the same level. The case was lost in the lower courts but was later appealed and reversed, establishing a precedent throughout the states.

In 1982, while defending a black client on assault charges, she, herself, was sued in a $400,000 slander charge because she publicly called Anchorage police "haters of blacks." The suit was eventually dismissed but Mahala never took back her words, claiming they were true.

For her courageous efforts in the cause for minorities, she has won numerous awards. In 1982, the National Association for the Advancement of Colored People (NAACP) Award went to her, and in 1985 she received the Zeta Phi Beta Award for distinguished service in the field of law and also the Bahaii Award for service to humanity. In addition, she was the first black to hold the position of president of the National Association of Women Lawyers.

Mahala was married twice, each time for a period of three years. She says she is in favor of marriage but always found it difficult. Marriage did give her a set of triplets. John is a physical therapist in New York City, Henri Christopher (named after the Haitian rebel) is a nationally recognized body builder, and Alfred died at the age of 20.

To aspiring young women who would like to become lawyers, Mahala says, "Go for it." Even as a septuagenarian, Mahala exhibits the energy that has characterized her throughout her life. She has never been afraid to do or say what she believed was right.

Sources:

Alaska Department of Education. "Mahala Ashley Dickerson." (Draft copy - Unpublished at this time).

LYDIA FOHN-HANSEN

Home Economist and Teacher

In spite of numerous closed doors and what she called "muddled thinking" of power figures, Lydia Fohn-Hansen was able to do her work as a home economist in early Alaska in a way that brought education and inspiration to all she encountered.

Lydia and her colleague Martha Parks arrived in Alaska from teaching positions at Iowa State University in June of 1925, having been hired by Dr. Charles Bunnell to teach home economics at Alaska Agricultural College in Fairbanks. It was known that he had hired two for a single position because he feared losing one of them in the middle of a teaching term because "women usually get married and leave the profession." Lydia headed the department and was awarded extra responsibilities such as organizing and directing special teas and dinners, designing costumes and stage decorations for the drama department, and teaching "special interest courses."

In 1927, to the frustration of the college administration, Lydia married Hans Fohn-Hansen. It was unwritten policy at the school that married women should not be allowed to teach. Although she was not dismissed, she was never mentioned in print as being a member of the faculty.

Using Smith-Lever funds, Lydia began her extension work in Alaska in 1930. She organized 4-H Clubs and Homemakers Clubs in Fairbanks and initiated more Homemakers Clubs in Matanuska, Eklutna, Anchorage, and Seward.

This was an exciting time in nutrition research as vitamins and minerals had just been discovered and much new information was becoming available. Lydia found that misconceptions concerning nutrition were common, especially in the more primitive areas. She traveled all over the state for months at a time, transporting her canning, sewing, and weaving equipment and spreading information and skills wherever she went. Such behavior from a married woman, leaving her husband behind, was considered rebellious in the 30s.

Lydia was one of the first to spin and weave musk ox wool. Her husband wore a scarf she had woven to Seattle and took hundreds of orders for musk ox woven articles. Having recruited village women to knit the unique wool, soft as cashmere and very warm, Lydia sent their products all over the country for resale.

The year after the Director of Extension Services at the college had almost refused to reimburse Lydia's expenses for travel by plane on the grounds that air transportation was "inappropriate for women," the Agricultural College passed a new ruling even more discriminatory. The new rule stated that "a woman could not be hired if her husband was employed." Regarding the new dictum, Lydia wrote in her diary, "A backward step. Why not make a ruling that men with independent incomes not be allowed to work. What a lot of muddled thinking."

Soon after, Lydia resigned from her position at the college and became an assistant at the Deadwood Creek Mine near Circle Hot Springs. About two years later in 1938, her husband died from tuberculosis.

In 1940, she returned to the Extension Service at the college where she stayed until 1959. During this time, she received two major honors. In 1954, the University of Alaska granted her an Honorary Doctorate of Humanities. She was the first woman ever to receive it. Additionally, in 1957, she became the first Alaskan to receive the U.S. Department of Agriculture's Superior Service Award, the highest department employee award given.

It takes more than discrimination and unfair rules to keep outstanding women from succeeding. Lydia Fohn-Hansen fought prejudice wherever she turned, and yet she was able to carry out her work in an exemplary fashion and become a model for other women.

Sources:

Bode, Linda. "Lydia Fohn-Hansen." Alaskan Women in Science and Social Studies. Department of Education, Division of Educational Program Support, Title IV Sex Desegregation Technical Assistance Grant. 1987.

Stetson, Marguerite. "Dr. Lydia Fohn-Hansen. . . An Adventurous Home Economist." Alaska Women's Magazine. (Oct./Nov. 1977): 40.

Photo provided by Marguerite Stetson.

BLANCHE PRESTON MCSMITH

Civil Rights Activist

Blanche Preston McSmith has had a strong feeling for civil rights all her life. From the time she was a child listening to her Baptist minister father's sermons against racism and prejudice of all kinds, to today as she compiles material for her book on black history, she has recognized and fought against injustice.

Blanche's parents were both involved in education, her mother as a teacher and her father as a principal. They raised their three children in Texas with a healthy respect for education. As a result, Blanche graduated from Wiley College with a bachelor of arts degree and later a doctor of law degree and followed these with a master's degree in sociology from the University of Southern California in Los Angeles.

Blanche married William McSmith, an electrical engineer in 1949. He was hired in March of that year by the Federal Government in Kodiak, Alaska, and in September Blanche followed.

On arriving in Alaska, Blanche developed an interest in real estate and became the first black realtor in Alaska. It was in this position that she became aware of the blatant racism that existed. Blacks could not purchase or build homes in areas of their choice. The house of a black man was burned down when he built it in a white neighborhood.

Incidents such as this motivated Blanche and 10 others to organize Alaska's first National Association for the Advancement of Colored People (NAACP). Their aims were to open jobs and residential areas to people of color and integrate public places.

Blanche has been refused service in restaurants and heard of other blacks being served horseradish in their oatmeal. Due to these actions and others, she made segregated restaurants a target. Once she and others sat for four hours in a restaurant in Anchorage waiting to be served. When she went outside to see why some other friends had not joined her, she found that the front door had been locked. Upon returning to the restaurant, she found that the management had turned off the lights on her friends.

With memories such as these, it is no wonder that when she was appointed to the Alaska Legislature, her first priority was civil rights. As the first and only black woman up to this time in the Alaska Legislature, she introduced the first bill calling for a Civil Rights Commission. She also worked very hard for Alaska's statehood. One of many activities involved flying to Washington D.C. with a group of Alaskans called Operation Statehood. They spent a week in Washington pushing to make Alaska a state.

Blanche served as Director of the Public Employment Program and was the associate editor of Alaska's first black newspaper, Alaska Spotlight. She received the Black Caucus Pioneer Award and the National Association for the Advancement of Colored People (NAACP) Human Relations and Community Service Award. In addition, Blanche has received a very special award from her hometown. In Marshall, Texas, her name can be found on the Harrison County Museum's Wall of Distinction. This honor was installed by the Texas Sesquicentennial Committee and the Harrison County Historical Society.

Blanche has lived in Juneau since 1972 and remains active in a number of areas. She has one daughter, Kymberly, and one grandson, Teedy. She collects artifacts of the black experience and enjoys music of all kinds, especially opera, gospel, and blues. Working on her book, a history of blacks in Alaska, she is a tireless advocate for all who have suffered discrimination.

Sources:

Alaska Department of Education. "Blanche McSmith" (Draft Copy - Unpublished at this time).

NANCY MCCLEERY

Poet

One might call Nancy McCleery a late bloomer; others might say she has her priorities in the right order. Whatever the case, many people, both in Alaska and the rest of the world, can appreciate her remarkable talent in writing.

Nancy did not attend college until her late 30's, but kept herself very busy raising two children and giving piano lessons at home. She received a bachelor of arts in English when she was 40 and continued schooling to complete her master of arts when she was 46. Class assignments had her writing poetry and she discovered, through the praise of her professors, that she had a special talent for writing.

She taught poetry at Anchorage Community College, but in addition to this, Nancy involved herself in a number of challenging projects, all designed to bring the joy of poetry to as many people as possible.

Nancy has conducted poetry workshops in nursing homes and prisons, filling up hearts and hands that may have been empty before. She also occasionally does workshops in schools under the Poet in the Schools program. In February 1979, she taught poetry to gifted children in Port Townsend, Washington, as part of a special project involving four other poets.

At Rabbit Creek Elementary School in Anchorage, Nancy has left a permanent mark. She and a colleague, Paula Dickey, a visual artist, created a mural composed of calligraphy tiles. Featured in the design are poems written by students of Rabbit Creek Elementary who participated in one of Nancy's workshops. Nancy calls this wall "a permanent statement for poetry and the potential that young people have for expressing themselves."

The Visual Arts Center of Alaska displayed 32 of Nancy's poems about deities, spirits, and angels as complements to the collage work of the artist David Edlefson. Entitled Runes and Ruins, the exhibition of mixed media drew audiences from both areas of interest–art and poetry.

Another project drew on Nancy's musical knowledge. For Nebraskan musician Robert Walters, she researched and composed three operatic libretti. The music was composed to correspond to the lyrics which were modified as necessary.

Raised in Nebraska, but a resident of Alaska for 11 years, Nancy has a fondness for both states. Her latest book of poems Staying the Winter, printed in 1987 by Cummington Press, features both in a collection of 37 poems. Sometimes contrasting the two states as in "Monarch," "Family on the Platte," and "Plum Blossom," and sometimes describing each separately, the poems create a magical mixture of history, culture, and geography in beautiful poetic imagery.

Though her poetic career had what some might describe as a late start, it has been well fueled with ideas and images from a full life which, through her poems, workshops, and other endeavors, she is able to share with the world.

Sources:

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ELIZABETH WANAMAKER PERATROVICH

Civil Rights Activist

July Fourth is Independence Day in the United States. It is also the birthday of Elizabeth Wanamaker Peratrovich, 1911-1958, who helped to make independence and the liberties which accompany it a reality for Native Alaskans. Her efforts to pass Alaska's first antidiscrimination bill resulted in a law that extends civil rights to all Alaskan citizens, including Native Alaskans who had previously been deprived of their rights as U.S. citizens. The law was signed and put into effect February 16, 1945. It provided for "full and equal accommodations, facilities, and privileges to all citizens in places of public accommodation within the jurisdiction of the Territory of Alaska."

The law might never have passed had it not been for Elizabeth Peratrovich and her husband Roy. Both worked tirelessly to bring about the fair treatment of Native Alaskans by writing letters to government officials and newspapers and generally making known the issues of discrimination. On February 8, 1945, they appeared on the floor of the Alaska State Legislature to speak in favor of House Bill 14, an antidiscrimination bill that had failed to pass twice before. In his book Many Battles, the late Ernest Gruening, then Alaskan Territorial Governor, described an event that will undoubtedly remain in the memories of all who were in attendance that dark, rainy day in Juneau, Alaska.

Alaska's senators were in session prepared to again debate this infamous bill. Though it had passed by a vote of 9 to 5 in the House, violent opposition was expected in the Senate. Two senators rose and presented impassioned speeches against the bill. Senator Allen Shattuck from Juneau argued, "The races should be kept farther apart. Who are these people, barely out of savagery, who want to associate with us whites with 5,000 years of recorded civilization behind us?"

Senator Frank Whaley, a bush pilot and gold miner from Fairbanks, was even more adamant. According to Gruening, Whaley "didn't want to sit next to Eskimos in a theater."

Another opponent said it would be "30 or 40 years before Alaska Natives would be equal to the white man."

The Peratroviches sat silently through this defamation, and when the public was invited to speak in reference to the bill, Elizabeth rose and announced that she would like to speak. The room was quiet as she approached the platform. She was a beautiful woman, age 34, with her long hair neatly swept up on her head and her clothing clean, pressed and stylish on a slim, 5 -foot, 5 -inch frame held straight and proud. A hush of awe and expectation fell over the room crowded with curious spectators. Elizabeth Peratrovich spoke in a clear, unwavering voice.

"I would not have expected that I who am barely out of savagery, would have to remind gentlemen with 5,000 years of recorded civilization behind them of our bill of rights."

"When my husband and I came to Juneau and sought a home in a nice neighborhood where our children could play happily with our neighbor's children, we found such a house and arranged to lease it. When the owners learned that we were Indians they said 'no.' Would we be compelled to live in the slums?"

Everyone present knew of the conditions of which she spoke. Ugly signs reading "No natives allowed" and "We cater to White trade only" were prominently displayed in many commercial establishments.

Native Alaskans were habitually barred from certain residential, shopping, and dining areas and treated as inferiors.

Senator Shattuck coldly inquired, "Will this law eliminate discrimination?"

Elizabeth with no hesitation responded, "Do your laws against larceny, rape, and murder prevent those crimes?"

She continued, "There are three kinds of persons who practice discrimination. First, the politician who wants to maintain an inferior minority group so that he can always promise them something; second, the Mr. and Mrs. Jones who aren't quite sure of their social position and who are nice to you on one occasion and can't see you on others, depending on who they are with; and third, the great Superman who believes in the superiority of the white race."

Her final words were aimed carefully and brought her opponents to submission. She announced that such discriminatory practices had "forced the finest of our race to associate with white trash." She concluded with a stinging condemnation of the "super race" attitude. When she finished speaking, initially there was a stunned silence and then a strong burst of applause from the spectators. The senate passed the bill 11 to 5.

Elizabeth's strength came from a devotion, shared by her husband, to the cause of Native Alaskan rights. At the time of her speech, she was Grand President of the Alaska Native Sisterhood; her husband was the same for the Alaska Native Brotherhood.

A Tlingit Indian and adopted daughter of Presbyterian missionaries, Andrew and Mary Wanamaker, Elizabeth attended Western College of Education in Bellingham, Washington, and in 1931 married Roy Peratrovich, son of a Yugoslavian father and Tlingit mother. They had three children. Today Roy Jr. is a civil engineer with his own engineering firm in Anchorage, and Frank is an employee of the Bureau of Indian Affairs in Juneau. Their daughter Loretta is retired and lives in Moses Lake, Washington. Nine grandchildren and four great grandchildren have joined the family.

Elizabeth died December 1, 1958, at the age of 47 after a long struggle with cancer.

Alaska has been touched permanently by the Peratroviches, and in 1988, Alaska's governor made their recognition official by proclaiming February 16th as Elizabeth Peratrovich Day in honor of the speech that changed the minds and lives of many people. Roy Peratrovich, who had looked forward to the day of the dedication, died just nine days before on February 7th. He would have been especially pleased to see this honor confirmed. After the bill's passage, he had told his children, "It was all your mother."

The Peratroviches will be remembered for bringing about legal affirmation of the rights of Native Alaskans not only on February 16th, the anniversary of the bill's signing, but every time Alaskans live, shop, and attend public activities of their choice.

Sources:

Evans, Lori. "Elizabeth Peratrovich, Thursday Celebration to Pay Tribute to Work of Native Civil Rights Activist." Juneau Empire. Feb 15, 1989.

"Native Leader Dies in Juneau at Age 79." Juneau Empire. Feb. 8, 1989.

"Super Race Theory Hit in Hearing." Juneau Empire. Feb. 6, 1945.

LINDA ROSENTHAL

Violinist

Linda Rosenthal, one of the most accomplished musicians in Alaska, has done a great deal to spread the appreciation of fine music throughout the state.

She began her career at age six when she first took violin lessons in Chicago. By age 10, she had won a solo violin appearance with the Chicago Symphony. This was the first of many prestigious performances in a musical career that was to span numerous countries and many years.

Throughout high school and college, her dedication to music gave her confidence, and her skill continually improved. After graduating from the University of Indiana, she went on to study with Jascha Heifetz in Los Angeles. Here she met and married Paul Rosenthal, a fellow violinist. They have been married for 19 years.

Her musical talent has taken her all over the world from the International Bach Festival in Madeira, Portugal, to Okinawa, Japan, where she coached students in chamber music. She has performed in recitals and concerts worldwide.

As an Alaskan, her efforts to promote music appreciation in the state have been constant and ambitious. Basing herself at the University of Alaska, Southeast, where she is an Associate Professor of Music for students of violin and chamber music, she travels all over Alaska, even to the most remote logging towns and settlements above the Arctic Circle. Her concerts in Alaskan communities are sponsored by the Alaska State Council on the Arts. Under the Artists-in-Residence program, she has combined performance and teaching in Alaska and also Vermont.

Two special events taking place annually in Alaska were founded by Linda Rosenthal and continue through her direction. The Annual Alaska String Chamber Music Symposium, founded in 1977, and the week long Juneau Jazz and Classics Festival bring musicians and audiences together from all over the country in musical celebration.

She has now completed her first solo recording which features nineteenth century romantic music including some of her favorite pieces: "Hora Staccatti," Rumanian folk dances; "Perpetual Motion;" "A Lullaby;" and "Bohemian Fantasy." Her accompanist, Lisa Bergman, is a pianist from Seattle, Washington.

Linda has devoted herself to music and finds the innumerable hours of practice rewarding and exhilarating. Whether alone or in a group, she enjoys the challenge of interpreting the composer's work and incorporating her personal style, or that of the group in collaboration, to produce beautiful music.

Long noted for hunting, fishing, mining and rugged men and women, Alaska has been graced by a bit of culture from the talented hands of Linda Rosenthal, whose untiring efforts have enhanced the entire state.

Sources:

Beaumont, Mary and Debbie Piper. "Linda Rosenthal." 1988 Women in Alaska History, Curriculum Guide. Alaska Department of Education. 1988.

IRENE RYAN

Engineer and Legislator

In a speech in University of Alaska's Grant Hall, Irene Ryan once said, "The pioneer women of Alaska - not all of them were dancehall girls known as Lou." Irene, for one, did not fall into the "Lou" category. Her entire life exemplifies pioneer spirit in the face of obstacles. Her trek from waitress to chairperson of Alaska's State Senate Resource Committee was rife with obstacles, but she turned each of them into a building block.

Irene first arrived in Alaska in 1931, an adventurous 22 year old, laid off as a building contractor in Texas. From Seward, her arrival point, she flew to Anchorage in her uncle's plane and began working a series of low paying odd jobs: waitress, bank clerk, secretary. It didn't take her very long to realize that she needed more education if she wanted to seek higher paying jobs.

With this in mind, she left Alaska to enter the New Mexico School of Mines. Here she faced an all male student body who did not know how to treat a female classmate. They finally accepted her on three conditions: she must (1) light her own cigarette, (2) open doors for herself, and (3) fail to hear objectionable language. Receiving her degree in 1940, she was the first woman to ever graduate from the school. She was now a geological engineer with a special knowledge of micro-paleontology. Irene was ready to tackle Alaska again.

On her return, she applied to the Civil Aeronautics Administration for a position of engineer in charge of building airfields. She was hired as a stenographer, but after six months, the agency realized her worth and put her in an engineering position responsible for designing plans for 30 airfields and communication towers throughout the state. From this position, she was able to show her capabilities and began to accumulate an impressive array of achievements.

After World War II, she became an independent consultant promoting Alaskan petroleum exploration and also served as a consulting engineer on the Anchorage International Airport. She was the first woman to solo in a plane from Merrill Field in Anchorage.

Her record in Alaskan politics shows an appointment in 1965 as Commissioner of Economic Development by the late Governor Bill Egan; two sessions of the territorial legislature as an elected representative, and one term as a senator in Alaska's first state senate. Here she served as chairperson of the Resources Committee where she was involved in drafting the laws under which Alaska's resources were developed. The substantial oil revenues from Prudhoe Bay are a product of laws she helped pass.

Nominated twice as Alaskan of the Year, Irene Ryan has proved herself over and over again. Even today, in her 80's, she travels throughout the state speaking on "Women and Pioneering." No one could know the subject better than she.

Sources:

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MOLLY SMITH

Theater Director

When Molly Smith arrived in Juneau, Alaska, 11 years ago with 50 used theater seats and coffee cans to fabricate stage lights, no one, including Molly, could have imagined the Perseverance Theater as it exists today. Situated on the main street of Douglas, a small town on a sparsely populated island located across the Gastineau Channel from Juneau, Alaska, the theater has become a creative hot spot.

Molly's dream had begun seven years earlier when she was 19 years old, but was postponed until she had earned a bachelor's degree from Catholic University in Washington D.C. and a master's degree from American University. She then came back to Alaska ready to work on fulfilling her dream. "I decided not to follow the money trail... not to follow my head, but my heart," she comments.

The name Perseverance comes from an old gold mine outside Juneau, and Molly and her fellow workers have made their theater a gold producing endeavor, although the gold comes in the form of quality drama. One of their first and most successful plays was even entitled Pure Gold. Written by Suzie Gregg Fowler, it was based on interviews with Alaskan old timers and performed in Readers' Theater style for over 150 audiences around the state.

From this beginning, the theater, a former bar, has expanded on a major scale. The company now stages five substantial productions a year and has constructed a larger theater, containing 150 seats, attached to the original. Beyond the production of plays, the theater offers classes and workshops in collaboration with the University of Alaska, and hosts a Summer Theater Arts Rendezvous where guest artists lead workshops for Alaskan theater artists. Furthermore, for the past seven years, the theater has sponsored a play writing contest in which playwrights can test their skill. The winning plays are produced at the Perseverance facility. All in all, Molly has succeeded in creating one of the largest arts organizations in the state of Alaska, and only four years after its inception, she received the Governor's Award for the Arts in recognition of her accomplishment.

The theater's productions cover a wide range: Shakespeare's Macbeth, Caryl Churchill's Top Girls, Bertold Brecht's Mother Courage and Her Children, and Dario Fo's We Won't Pay! We Won't Pay! Other well known plays produced on the Perseverance stage are The Greeks, You Can't Take It With You, and Cat on a Hot Tin Roof.

The production crew is composed of eleven members, seven of them women. Molly's mother Kay, at age 63, is a frequent player. Each production is made especially their own by adding a unique touch. For example, the fairy tale from Grimm, "Water of Life", was staged using Asian motifs. The crew works closely on every production and has formed a very strong bond based on cooperation and communication. "I believe in the power of the group," says Molly.

Since 1979, Molly Smith's dream has come a long way and continues to grow. The name Perseverance identifies a quality Molly can attribute to herself and her colleagues. Without this quality, combined with talent and hard work, Perseverance Theater might not be the great boon to Alaska it is today.

Sources:

Beaumont, Mary and Debbie Piper. "Molly Smith." 1988 Women in Alaska History, Curriculum Guide. Alaska Department of Education. 1988.

Stabler, David. "Molly Smith - a Woman With a Vision." We Alaskans Magazine. (Feb. 24, 1985): 0-8.

IDAHO

ROSANNA CHAMBERS

Nuclear Engineer and Teacher

Born on October 28, 1942, Rosanna Chambers began life in an ordinary American town, Pocatello, Idaho, participating in the ordinary activities to which most ordinary young girls are exposed - piano, singing and dancing. However, by the time she had graduated from Pocatello High School in 1960, she had already proven herself to be extraordinary, and her endeavors from that time up to the present have made her a model for young women everywhere.

Rosanna graduated valedictorian of her high school class and even then leaned toward an interest in math. In direct contradiction to the widely held concept of "women cannot do mathematics," she began her studies at the University of Idaho and earned a bachelor of science in mathematics cum laude in 1964. During this time, she was elected to membership in three academic honor societies: Alpha Lambda Delta, Phi Kappa Phi, and Phi Beta Kappa. She was also a member of Kappa Kappa Gamma sorority.

She went on to graduate work in mathematics at the university spring semester of 1964. Also serving as a graduate teaching assistant at this time, she discovered a definite pleasure from working with students and, consequently, even today, she makes time for teaching.

During the 1964-65 academic year, she won a Fulbright Fellowship to study mathematics in Germany and spent the year at Muenster in Westfalia and Freiburg in Breisgau. Part of the time she lived in the home of a German family who became lifelong friends. Her experiences there broadened her view considerably, and she became fluent in the German language.

On returning to the United States, Rosanna finished her master of arts in mathematics in Milwaukee, Wisconsin, at the University of Wisconsin, working under a National Science Foundation traineeship. She enrolled in a doctorate program and taught undergraduate mathematics courses.

In 1967, she accepted a mathematics teaching position back at Idaho State but after one year moved to Antigonish in Nova Scotia, Canada, to teach at St. Francis Xavier University. This experience, lasting until May of 1970, proved a memorable one as it was in Antigonish where Rosanna became an avid hockey fan, learned to play the bagpipes, and lived in a 200 year old farmhouse near the ocean.

After a year of teaching in Platteville, Wisconsin, at the University of Wisconsin, she returned home to Pocatello, Idaho, to teach at Idaho State University for eight years. Here she taught courses in algebra, trigonometry, calculus, probability, and statistics; but at the same time, she took courses in biology and business and developed a strong interest in engineering.

In 1979, Rosanna accepted a position as an engineer at the Idaho National Engineering Laboratory in Idaho Falls. Using a combination of computer code assessment and simulation of reactor accidents, her work there increases the safety of nuclear generation of electric energy. Computers can be programmed to simulate fuel, thermal, and hydraulic responses in a reactor during normal operation and abnormal incidents. Rosanna has modeled hypothetical incidents in several U.S. commercial reactors as well as the actual nuclear accident at Chernobyl in the Soviet Union. She has developed and analyzed strategies useful in preventing or mitigating severe nuclear accidents for people who design and operate power plants.

In spite of the responsibility and intensity of her daytime job, she has never given up her love for teaching and continues to teach college-level mathematics for the University of Idaho and Idaho State University in the evenings. She finds helping others to learn mathematics and instilling confidence in them is "important and exciting." She particularly enjoys dispelling the myth of feminine mathematical incompetence.

Rosanna has written for professional journals and presented numerous papers on nuclear engineering nationally and internationally at conferences of the American Nuclear Society and Severe Accident Research Scientists. As a member of the National Idaho Engineering Laboratory Speakers Bureau, she has spoken at high schools in the area. She always stresses the point that women need not settle for ordinary stereotyped roles but can become "viable and respected members of the scientific community."

SUSAN R. CUSHING

Dentist

As a child, Dr. Susan R. Cushing had an intense fear of dentists which is why, when she entered dental school in 1977, she was determined to become a dentist who was kind, gentle, and as painless as possible.

Born June 28, 1955, in Boston, Massachusetts, Susan did not always want to be a dentist. Although two of her favorite subjects in school were math and science, she also enjoyed drama and arts and crafts, especially sculpting. She loved working with people and animals, and her intention on entering Boston College (B.C.)in 1972 was to become a veterinarian.

During her four years at B.C., her experiences, mostly through work study activities, gave her a taste of the medical field: research on growth hormone effects on caterpillars, cancer in rats, and estrogen levels in rats exposed to marijuana. However, her first encounter with a woman dentist left her with such a strong, positive impression that she began to seriously consider the possibility of dentistry for herself.

This thought, because it was so new to her and because there were so few role models around, took an entire year of research and heavy consideration before the actual decision was made. Nevertheless, during this year, one experience particularly convinced her to enter the field.

Her first job after graduating with a bachelor of science degree cum laude and a double major (biology/premed and communications/theater arts) was in the medical records department of a Boston hospital. However, her volunteer work at Tufts University Cleft Palate Institute was a major influence. She said, "I really loved helping the dental patients, except I kept wanting to forget about being the dental assistant, and just jump in and be the dentist."

In 1977, she was accepted at Tufts University Dental School and began four of the toughest years of her life. Even the medical students were amazed at the long hours dental students put in, hours that included classes or clinical practice during the day and studying or lab work at night. Most difficult of all, says Susan, was "dealing emotionally as a woman in a male-dominated profession." Susan was one of 30 women in a class of 160 and felt fortunate to be in the class having the largest number of females ever enrolled. Nevertheless, the male students often treated women in the class insensitively, "as if we had taken their male friends' places in school." There were few women instructors and the male ones were often distant.

A personal research project her senior year at Tufts gave Susan some knowledge to aid her in becoming a compassionate and painless dentist. It dealt with the use of acupuncture in dentistry, one of many strategies she collected to help meet her goal.

Susan received her doctor of dental medicine degree in 1981 and began work as an associate dentist in Peabody, Massachusetts. At the end of one year, after taking a vacation in Idaho, she prepared to take another major risk–moving to Idaho. The state had immediately felt like "home" to her, and on her return to Massachusetts, she began to tie up her patient load, rent a U-Haul, and pack for Idaho.

On arriving there, she discovered her dental license was not valid in that state and in order to practice she would have to pass the Idaho Dental Boards. Only one woman had ever passed this examination. After one and a half years of studying and jumping political hurdles , she became one of the first two women dentists to practice in Idaho.

But this was only the first set of hurdles. Banks had no funds available to help women dentists set up their own practices, so Susan worked nights and weekends in another dentist's office. Finally, in June of 1984, she opened her own family dental practice in an office attached to her home, a situation she had often visualized as a means of extending hours for patient convenience. Though she was deeply in debt, the dream was now realized, and it has ever since provided fulfillment and satisfaction.

She married Curtis Miller, a CPA with a local firm, in May of 1985. She had met him only five weeks after moving to Idaho.

Susan has never regretted her decision to go into dentistry and has found benefits she had never before anticipated such as the challenge of becoming an employer, training and guiding staff; and the pleasure of sharing her expertise with the community. She has been the keynote speaker at the American Institute of Medical and Dental Technology and a presenter and planner of the Expanding Your Horizons in Math and Science career conference for young women.

In addition to career related activities, she is actively involved with the Junior League of Boise and for pleasure spends contented time walking, cross-country skiing, sewing, and reading. She also enjoys three pets: two dogs, Patches and Yorky, and Hector, a rabbit given to her by a grateful patient.

Susan encourages women of all ages to enter dentistry and now definitely knows that what she believed earlier is true - dentistry is a "perfect profession for women; our hands are smaller than a man's and we are taught to be caring and empathetic with others." She also believes that the course for women will get smoother as more enter the field and as men learn to accept them as "equals and dental professionals like themselves."

Her logo expresses the goal she set years ago, one she has met through persistent hard work and dedication:

"Bringing the gentle woman's touch to your dental needs."

JEANNE GIVENS

Civil Rights Activist

"If it's interesting and creates positive social change, I want to do it," are the words of Jeanne Givens, a past Idaho legislator and present consultant on social issues.

Jeanne's life experiences have made her an expert on positive social change. Born in 1951 into a family of six children as the daughter of Celina Garry and Jack Iyall, she was raised on the Coeur d'Alene Indian Reservation in Plummer, Idaho. She learned very early the value of a strong family when times are tough.

At Whitworth College in Spokane, Washington, she studied to become a social worker and began her work, continuing to this day, of helping other people, particularly her Native American people. She took a job as a foster care and adoption caseworker at Catholic Family Services. Later she became a probation counselor and tribal court administrator.

She married Ray Givens, an attorney, in 1978, and they moved to Coeur d'Alene where they have lived ever since, active in the community and Indian affairs.

In 1982, at the encouragement of supporters, Jeanne ran for the Idaho House of Representatives. She didn't win, but this did not keep her from running again in 1984. This time she did win and served through 1988 as the first Native American woman elected to the Idaho Legislature. In office, Jeanne worked hard for social issues, such as daycare licensing, a scholarship program for teachers, tougher anti-discrimination laws, and health care for Idaho's senior citizens.

Excited by legislation and wanting to do still more, Jeanne ran for Congress in 1989. Had she won the contest, she would have been the first Native American elected to the U.S. Congress. However, winning a three-way primary by 65 percent was not enough to unseat the incumbent in the general election.

Losing a race has never had any noticeable negative effect on Jeanne. She is working as hard as ever. As a legislative lobbyist, she helped to defeat a bill threatening tribal sovereignty in the area of taxation. She is also co-producing a television series on racism and discrimination in the Spokane areas for Public Television.

Work remains to be done and Jeanne will remain involved, particularly when that work will help Native Americans and other needy people. She believes in Eleanor Roosevelt's philosophy "Live your life without regret."

SUSAN FARRELL GOODMAN

Corporate Executive

Susan Farrell Goodman has discovered that skills gained in a wide variety of life experiences are ever ready to be drawn upon and used again and again in new ventures. She says, "We are a combination of our experiences . . .No Thinking, No Goal Setting, No Risking, No Moving to Take Action create No Learning or Progression."

Her life today exemplifies her philosophy. As Board Chair of four growing corporations in Idaho, she draws daily on years of life experiences far removed from the boardroom.

Susan was born in rural Idaho, and at the age of six was sent to live with an aunt and uncle, Winnie and Roy Goodman, in Boise, Idaho. They later adopted her as their only child. She attended public schools excelling in high school in a college prep curriculum. She was elected to National Honor Society and named one of ten in her graduating class most likely to succeed.

The summer of 1961 was spent in central Europe as a participant in a history seminar. This experience she views as both "a shock and an invaluable experience." She returned with a broader perspective on life.

On her return, she entered the University of Washington as a freshman in clothing design. Though she married in 1964, she continued her studies and graduated with a bachelor of fine arts degree in 1966.

Jobs of all kinds were open for college graduates in the 1960s. Susan took a position in the aerospace industry where she worked in product development, sales, marketing, and manufacturing. Another job found her in the juvenile court system working with juvenile girls in their evaluations, writing placement recommendations and conducting group therapy sessions. She also worked as an art professional instructing new teachers in art projects for children. Realizing her skills were marketable in many areas, she formed her own business, Goodman-Smith.

In 1969, Susan's husband was sent to Germany for his tour of military duty. He served as a German language translator for NATO. Eighteen months in Germany gave Susan an opportunity to explore new areas of interest. Having taken an intensive German class, she practiced the language by shopping in local establishments and traveling by bus and train in order to communicate with the German people. This ability to function in the German community where some Americans felt foreign and incompetent led to a new business endeavor. German clothing and sizing fit neither the tastes nor the figures of Americans. Consequently, she was hired by other military dependents to shop for fabric, patterns, and notions and to sew clothing for them

In 1974, her son Royce was born, and that same year she and her husband divorced. Susan went back to Boise and continued her business in clothing design. It proved to work well with childcare. She was able to spend her time at home with her baby, yet nap times and evening hours could be used for construction and fitting.

At the suggestion of a friend, Susan began to wholesale a simple line of women's clothing. Boutiques in Washington, Idaho, Utah, and Colorado bought her creations. Though this business venture only broke-even, it was a prime learning opportunity to gain knowledge in both manufacturing and marketing.

Her father's companies in petroleum and transportation took her in at an entry level position in 1976. Both are highly complex industries with regulations requiring a complicated bookkeeping system. Gradually she worked her way up through various levels learning each one well before moving to another.

Her first major solo project was the transformation of the billing system from a cumbersome outdated mode to an efficient, automated one using minicomputers. The process took long hours of research and study, but in the end the new system was extremely successful.

By 1979, Susan had worked her way up to Vice President of three corporations, and in 1980 became President of Sun Corporation and President of Goodman Corporations in 1983. When her father died in late 1983, she took over his responsibilities to join the few active female managers of large volume businesses in the U.S.

Twelve years of fourteen-hour days and seven-day weeks have brought her to an understanding of an extremely complex business. Today she is busy building and remodeling physical plants and perfecting management style.

By invitation several years ago Susan designed and taught a course for women in management based on her experience and philosophy gained from many years of learning. The seven women who stayed to the end experienced positive growth and insight and formed a continuing study/support group at the course's conclusion.

Susan is a member of two international business organizations, the Young Presidents Organization, mostly male, and The Committee of 200, an all-female association. In both groups, she finds rewarding communication concerning common issues, resolutions, and future world trends. She sees this kind of dialogue as "a healthy departure from nationalism to world communication."

In looking back on the ladder she has climbed, Susan fully believes that people "move forward by setting goals and finding ways to achieve them." Through the variety of steps she has taken, some seemingly off-track, each step has found its useful place in her life, and in accomplishing each one, she has always known she could do what she wanted to do.

BARBARA RADDING MORGAN

Teacher in Space

Barbara Radding Morgan believes in learning. Though deeply saddened by the Challenger space shuttle accident on January 28, 1986, she, as the next designated Teacher in Space, remains committed to the goals of the National Aeronautics and Space Administration (NASA). Risk is necessarily associated with progress, and Barbara is willing to take risks to further the world's learning. Because this philosophy opens her to new experience, her life is full and satisfying.

Barbara was born on November 28, 1951, in Fresno, California. The daughter of Jerome and Marian Radding, she grew up with four brothers. Graduating from Hoover High School in 1969, she went on to earn a bachelor of arts with distinction in human biology in 1973 from Stanford University. Her teaching credential came from College of Notre Dame in Belmont, California, in 1974.

Family is an important element in her life. She married Clayton Michael Morgan in 1978, and in 1987 their first child, Adam, was born. A second child, Ryan, was born May 3, 1989. Barbara's husband is an accomplished writer and has published a novel, short stories, newspaper and magazine articles, and participated in a variety of other journalistic projects. They live in the mountains in the small town of McCall, Idaho, 100 miles north of Boise. Though somewhat off in the wilderness, they enjoy the small community of 2,000 people, and Barbara finds teaching her third graders at McCall-Donnelly Elementary rewarding.

Teaching has always been a major source of pleasure. Now in her fifteenth year of teaching, she has had opportunity to observe the practice from many perspectives. She began her career teaching Indian students on the Flathead Indian Reservation in Montana, and taught English and science to third graders at Colegio Americano de Quito in Quito, Ecuador, from 1978 to 1979. Regardless of the setting, Barbara believes success in teaching lies in the enthusiasm of the teacher. She says, "Love of learning is the most important thing a student can gain. I help my students love learning by sharing my own enthusiasm (for both learning and teaching) with them, tapping into their interests, and creating projects so students can learn by doing."

Barbara's classroom does not focus on textbooks but on active participation. Students learn astronomy by viewing the planets firsthand through a telescope and creating their own planetarium of paper-mache complete with spotlights, music, and narrative soundtrack for visitors to experience in the darkened classroom. They also invent their own simple machines and produce puppet plays based on the lives of famous people. Every activity is designed to help each student develop his or her potential with ample encouragement, opportunity, and high expectation.

In her free time, which is rare these days, Barbara indulges in her love of music. An accomplished flutist, she has been a member and past acting director of the McCall Chamber Orchestra, McCall Chorale, and McCall Mandolin Orchestra. Though demands on her time may cut down on performance activity, she uses her flute and sometimes the violin to ease tension in her busy life.

Barbara is still very active with NASA. She was selected in 1985 as back-up candidate for the Teacher in Space Project and spent from September 1985 to January 1986 training at the Johnson Space Center in Houston, Texas. At this time, she became close friends with Christa McAuliffe, the selected Teacher in Space, and the rest of the Challenger crew as they trained together. After the accident, Barbara picked up both hers and Christa's speaking engagements and traveled around the country from March to July, 1986. Now she works halftime for NASA, continuing her work with the Educational Affairs Division. She and 113 other teachers, known as Space Ambassadors, communicate the goals and activities of the program to the general public.

When NASA determines that a flight opportuninity is available for a space flight participant, Barbara will resume training at Johnson Space Center and become the second teacher to travel in space. NASA has given first priority to this endeavor as soon as the backload of cancelled and re-scheduled activities on their agenda is caught up. She will be willing and unafraid to step back into her astronaut role as well as enthusiastic about contributing to the space effort and eager to share her experience with others. Until that day arrives, she has challenging work to do in her roles as mother and teacher.

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MARIA SALAZAR

Social Service Director,
Civil Rights Advocate

Maria Salazar used to be called Mary Salazar until she sent for her birth certificate and discovered that her Mexican American parents had given her the Hispanic name Maria. Somehow the name had been anglicized when she entered school. Proud of her Mexican heritage, she took her birth name and has been known as Maria ever since.

Maria's ancestry is Mexican; however, her family has lived in New Mexico and Colorado for several generations. Her mother's father, a Quintana, owned property in the San Luis Valley, one of the earliest Hispanic settlements in Colorado. Salazar Street in Valdez, New Mexico, may well have been named after an ancestor of her father.

Married in 1918, her parents were migrant farm laborers who followed the sugar beet crop. In 1938, when Maria was five years old, they moved to the Emmett Valley in Idaho with the encouragement of her Uncle Roman, a sheepherder, who asked them to farm land he had purchased. The family was now composed of Maria and two brothers (one of whom died at the age of 16). A sister was born a year and a half later. When Maria was nine years old, her parents purchased a farm. Her father died in 1987 at the age of 93. Her mother remains in Emmett.

Maria liked school and excelled. Particularly fond of writing, she was editor of her high school newspaper. She graduated as salutatorian of her high school class, the first Hispanic to ever do so, and went on to Boise Junior College, now known as Boise State University, on an academic scholarship. There, too, Maria edited the weekly campus newspaper. On another scholarship, she entered the School of Journalism at the University of Oregon and graduated in 1955 with the distinction of Outstanding Woman Graduate in the School of Journalism.

Throughout her school years, Maria's parents gave her strong encouragement. Her father, who was self-taught, and her mother, unable to read or write, were pleased to see their daughter achieve academically. While she milked cows and worked in the fields alongside both her parents in the summers, she was always in the classroom once school was in session.

After college, Maria worked as a copywriter for an advertising agency in Eugene, Oregon, for a year and a half. Interested in pursuing a career in advertising, she knew she must move to either San Francisco or New York City, advertising centers, to make a serious attempt. "I was too scared to go to New York," she recalled, so she chose San Francisco and secured a job as production manager in an ad agency.

In San Francisco, she became involved as a volunteer in the Young Christian Workers (YCW), an activity that was to change the direction of her life. The goals of the group, a Catholic social action organization, were comparable to later civil rights organizations: achievement of worker rights and benefits, decent wages, and fair treatment for minorities. Maria took part in door-to-door youth organizing in the San Francisco area south of Market, and also edited the YCW newsletter. The association served to raise her consciousness of civil rights and gave her good training in a community service organization.

Newspaper reporting and editing were her next endeavors, first, for The Monitor, a northern California, religious weekly newspaper, where she produced two women's pages weekly and wrote features. Next, she traveled to Wilmington, Delaware, to work for the Delmarva Dialog with responsibilities that included not only reporting and writing, but copy editing, designing all of the 12-page lay-outs, and planning and producing special sections.

In the East came her first realization of the overt discrimination against blacks. As a Hispanic, discrimination was not unfamiliar to her, but her experience had always been with more subtle forms.

During her first week in Delaware, she observed a frightening and sickening Ku Klux Klan rally.

Two years later, Maria knew she would return to the West coast to live and work, but wanted first to experience life in the nation's capital. She soon found a job with the U.S. Civil Service in Washington D.C. in the public information department. It was only after she was on the job that she came to realize her Mexican American status had gotten her the job through the agency's newly instituted affirmative action policy.

After her year in Washington D.C., she returned to the San Francisco Bay area and took up active community work by coordinating an effort to gain funding from the United Way (UW) for long-term economic assistance for Hispanics. Efforts were directed through the Spanish Speaking Unity Council, a fairly new branch of the National Council of La Raza, which had been established with a major grant from the Ford Foundation.

The efforts were successful and for the first time in its history, the UW began to fund Hispanic community-based organizations. The Oakland-based East Bay Spanish Speaking Citizens Foundation, organized to provide bilingual social services to Hispanic people, was one of the groups to receive a grant. Maria was appointed director. She established information/referral and casework services for Hispanic adults and families in Oakland and Union City, and set up a youth service center for first-time juvenile offenders. She increased the Foundation's annual financial level from $17,000 to $350,000, using additional funding sources.

This position led to a job with the City of Oakland coordinating their Community Development Block Grant program, working with citizen and neighborhood groups. During her years in Oakland, Maria helped organize a Chicano Political Forum and used her writing and advertising background in a successful campaign to elect the first Hispanic city councilmember in Oakland. Similarly, she helped elect the first Hispanic supervisor in Alameda County. In 1977, Maria returned to Emmett, Idaho. Her parents were aging and she felt she was the most able of the children to move there to be available if needed.

She recalls with grim humor her job search in Idaho which began in Nampa at the state employment office. A white woman reviewed her resume and then called in a Hispanic man to meet with her. He turned out to be the Migrant Seasonal Farm Worker Specialist. Was it her name or her Hispanic features that assured the employment clerk that Maria's only job possibility was as a seasonal farm worker despite a college degree and managerial experience? Eventually, she was offered a managerial position with the Idaho State Department of Employment where she worked for six years in increasingly more demanding roles.

In 1983, Maria became the first Hispanic to receive a gubernatorial appointment to direct a state agency in Idaho. Governor John Evans appointed her director of the Idaho Office on Aging where she served for three years managing an annual budget of $5.7 million for programs to assist needy elderly people, especially the homebound, poor, disabled, or sick.

Her present employment is with the Idaho Migrant Council where she coordinates an AIDS Education and Prevention Program initiated in 1988. Efforts are directed at migrant families and individuals who, because of a lack of information or misinformation, are potentially at risk of being impacted by the disease.

In 1988 she wrote of a chapter on the history of Mexican-heritage Hispanics in Idaho. The chapter will be included in The Peoples of Idaho, a book to be published by the state's Centennial Commission during 1990, Idaho's centennial year. In researching published histories of Idaho, Maria found scant information about Hispanics in Idaho, even though census records and newspaper accounts place Mexicans and Spaniards in the territory during the mining era of the 1860's.

"The omission of Hispanic history from Idaho school curricula is a reflection of the insensitivity toward Hispanics in Idaho," says Maria, and "that gap directly affects the self-esteem of Hispanic school children."

Maria is an active member of IMAGE, a state-wide non-profit organization which holds a yearly Hispanic issues conference. She assisted with promotion and publicity for the conference in 1988 which took place in Boise, the capital city, and attracted more than 3,000 persons.

"Don't be afraid to try various careers," Maria advises young people, especially Hispanics, "but make sure you begin with a good education. Stay in school; get that college degree. And wherever you go, whatever you do, remember the richness of your heritage as an Hispanic and as an American."

OREGON

JAN MARIE DAWSON

Bank Administrator

Janice Marie Dawson is one of the few who have climbed their way to the top of their profession through hard work, hands-on experience and drive. No college degree greased the process. She did it; but she doesn't recommend it. She feels a college degree would have opened doors for her and, at least in the early part of her career, might have been a definite advantage. Now Vice President of Institutional Sales and Service at First Interstate Bank, she sees many things, if not higher education, that did help her along the way.

Early influences cannot be discounted. Jan was born February 5, 1939, in Columbus, Ohio. Her parents were typical middle-class Midwesterners who worked hard and expected their three daughters to do the same. Jan's mother, unlike most women of that time, was an employed mother . Jan cannot remember a time when her mother did not work outside the home as well as take care of family needs. A series of excellent mentors along the way who pushed and encouraged Jan certainly helped as well.

One of Jan's first jobs was with Columbia Natural Gas Company in Columbus where she worked for 23 years. She excelled and was promoted to a supervisory position in the customer service department where she oversaw 40 employees. This was a 7 a.m. to 3:30 p.m. job with 15 minutes for lunch and not much more rest the entire day. She learned discipline here and a work ethic that has served her well since. Sometimes she jokes with present banking colleagues asserting that everyone should spend a year with Columbia Natural Gas.

Jan began her banking career in Iowa Des Moines National Bank, now known as Norwest Bank, in Des Moines, Iowa. She was placed in charge of marketing their day and night teller systems. It was her job to sell these systems to airports, stores, and other appropriate locations. She reported directly to the bank chairperson who later was able to aid her in finding a job in Portland, Oregon, where she and her former husband moved in 1978.

Jan was accepted into First Interstate Bank's Management Training Program in 1978, promoted to Manager of Pension Administration Services and then in 1984 to her present position as Vice President of Sales and Services.

She loves her job. Because she goes out into the field selling company packages and training company employees to use package services, she meets a variety of people, not merely company executives but the regular banking workforce whom she enjoys. Unlike many banking professionals, she is not tied to a desk.

She also enjoys the challenge of her job. A major highpoint of her career came when she single-handedly sold a total employee retirement/savings program, known as a 401K package, to a large corporation. In the face of nine other competitors, her presentation won them over. It is triumphs such as this, combined with the people contact, that make her profession exciting.

As a woman in a male-dominated profession, she has never felt disadvantaged. She strongly believes that "if you do the right things, you will be treated right." She has spent many years in supervisory positions and has never encountered resentment toward her because she is a woman. Her management style accepts people as equals. "I never ask more of my employees than I would ask of myself."

Occasionally, she regrets not having a college degree, but has come to realize that business savvy and practical experience are invaluable assets. Recently she was asked to speak to a class of doctoral students at the University of Oregon on marketing. She was surprised that she was asked, but the instructor assured her that book knowledge is never as useful as firsthand experience in the field.

Jan is feeling comfortable in her career right now, although she would like to switch from marketing to management. Her success in marketing, however, makes this an unlikely company decision. Another goal is to retire early at age 55 or 56 and commit herself to volunteer work in the community. She is already active in a number of community organizations but feels an obligation to give more to a community that has been so good to her. With these words in mind, one could imagine that Jan's success was simply a gift from the community. Such gifts do not materialize without hard work, determination and productivity on the individual's part. Jan excels in all three areas.

ROBERTA M. JANSSEN

Military Leader

Significant decisions led to significant changes in the life of Roberta M. Janssen, a major in the Oregon National Guard. From a young nun in New York City, to a seventh grade teacher in San Diego, California, to a military leader in Oregon, she has been unafraid to take risks, accept responsibility, and excel.

Born September 10, 1947, to Robert Meyer and Stella Perez, Roberta spent her earliest years living the nomadic life of a Navy man's daughter. Moving constantly was never a problem for her; in fact, she always enjoyed meeting new people and seeing new places. However, the military tradition left a lasting mark on her and became a strong influence, surfacing later in her life.

Another strong influence was the Catholic Church. At an early age, Roberta became convinced that she wanted to train and board with a Catholic religious community. In August of 1960, at age 13, she flew to New York City to join the Daughters of Divine Charity. Not only was this her first airplane trip, but it was her first act of independence, the exertion of a will to turn goals into realities. Encouraged by her mother, she practiced this determination throughout the rest of her life.

High school in New York City was more than study; it allowed her to do volunteer work in poor areas of the city and to travel. On completion, she entered Novitiate, "the bootcamp of Catholic religious communities" in Roberta's words, but did not spend the usual two years in quiet contemplation. As Sister Roberta, she worked in a residence hall for young women and at the same time became a full time student at Marymount Manhatten College. She began teaching elementary school and continued her education at Fordham University part time.

Travel was still a part of her life and in the next four years she lived and taught in five different places: New York City and Staten Island, New Brunswick and Passaic in New Jersey, and San Diego, California.

In San Diego, she worked regularly with teenagers on retreat weekends and volunteered twice a week to counsel young women in juvenile detention hall. Roberta has a definite philosophy concerning counseling. She considers it a "trust", a "commitment to give individuals guidance and decision making tools." She says, "Attempting to make people in your image is selfish and does not give them the self esteem they will need to face their world. Encouraging and offering an example . . . is what's needed."

During this period she graduated from Fordham University, the first one in her family to be graduated from college, making it a special high point in her life.

At age 26, Roberta was now ready for new challenges. She left her old life and departed for the Northwest where she enrolled in the University of Portland in a master's program in education. She accomplished this goal in 1976 and returned to the classroom to teach full time.

Even before receiving her master's degree, Roberta had joined the Oregon National Guard spending one weekend a month as a soldier. Her father's influence had begun to manifest itself, and the appeal grew stronger as she went through a rigorous basic training at Fort Jackson, South Carolina, and definitely as she entered the Oregon Military Academy upon her acceptance in March of 1976. Her class at the Academy was composed of 40 men and only 3 women, and Roberta became the first Oregon National Guard woman to graduate from the Oregon Military Academy. She ranked third in her class and was commissioned a Second Lieutenant in the Signal Corps on March 25, 1977.

Roberta's husband Ron Janssen, whom she married in 1976, pinned on her gold bars. Roberta credits Ron for giving her the encouragement, respect, and support necessary to meet the demands of the military.

After ten years of teaching, she was ready for a major career change. Her weekend activities became her profession when she was hired as the first woman to hold a management level position in the Oregon Military Department. Her goal in this job has been to encourage women to join and excel in the National Guard. She has worked extensively with the Equal Opportunity Officer to recruit and promote qualified women and minorities; and as Federal Women's Program Manager and member of the Special Emphasis Advisory Board, she has provided information and educational programs especially for women, such as a Women's Conference in 1986 which attracted some 280 women in the Guard.

Though she held both a full-time and part-time job, she enrolled in a Public Administration Program at Portland State University and earned a master's degree in 1986. This opened a new area of interest - politics. From there she became involved in the Women's Political Caucus. This association has become an avenue to support legislators who address issues affecting women and families. She endeavors to make people aware that "their actions now will determine how their children will live in the future."

At present, Roberta is a major in the Oregon National Guard. She and two other women, Major Adria Hernandez and Captain Marilyn Woodward, are part of the primary staff of the 741st Supply and Service Battalion, the first time women have held such prominent roles in the Oregon National Guard.

Roberta credits much of her success to the teachings of her Spanish mother, Stella Perez, whose family originally came from Avila, Spain, to South America and up into San Antonio, Texas. "I'm glad I had such a strong mother. She taught me I could do anything if I just put my mind to it."

Decisions have brought Roberta to where she is today, but decisions do not stop nor do goals. Her present goals include all of the following: 1) learn Spanish, 2) finish Command and General Staff College, 3) begin a doctoral program at Portland State University in Public Administration and Policy, 4) be a Battalion Commander, and 5) attend Army War College.

She does not take decisions and goals lightly. She fully believes, "Opportunity alone cannot make things happen. Only those who have prepared themselves for those opportunities will be able to achieve goals they have set."

GLADYS MCCOY

County Commissioner

Gladys McCoy, Chairperson of the Multnomah County Board of Commissioners, has had a deep desire to help others since her graduation from high school in Chattanooga, Tennessee, in 1945.

There were limited options for blacks in the early years in the segregated South. During high school, her ambition in life was to become a secretary. Shortly before she entered Talladega College in Alabama, her life goal changed to becoming a social worker because, though she wasn't sure what social work involved, she knew she wanted to help people.

Gladys was born into the family of Lucille and Tillman Simms, which included three other children. Lucille had only a grade school education and worked as a cook. However, she had high aspirations for her children and dreamed that someday one of them might go to college and become a nurse, a social worker, or a teacher. During the time she raised her children, 1920 to 1945, most of the aspirations of young black people were stifled in the paralysis forced by discrimination. Nevertheless, Gladys did fulfill her mother's dream, graduating from Talladega with honors in 1949 with a bachelor's degree in sociology.

Her first job in social work called her to Portland, Oregon, where she was an assistant in the teenage program of the Young Women's Christian Association (YWCA). This job was part of a long-range plan to gain one year's experience in the field and then travel to Boston for graduate school to earn a master's degree in social work (MSW). The plan went no further than her experience in Portland.

During that first year in Portland, Gladys met William (Bill) McCoy, now a state senator. He pursued her until she revealed that her plan did not include him. He curtailed his attention to her which caused her to reconsider. In the end, she decided Bill McCoy might be worth a change in plans. Bill was bright, hard-working and Christian. All in all, he was a good reason to adjust a young woman's future. They now have been married for 38 years. They are the proud parents of seven young adults, who enrich their lives, along with five grandchildren.

Important to note is that after the seventh child, Gladys enrolled in Portland State University and in 1965, completed the work for her MSW degree. During those years, Bill and she were active members in the Christian Family Movement. This program puts responsibility on each family member to do his or her share in keeping the household together. Gladys says she could never have managed graduate school had her family not worked together, each one doing a fair share.

From that time to the present, Gladys has embarked on one activity after another, all carefully designed to fulfill her goal articulated many years ago – to help people. In the late 60's, she directed social services for Project Head Start in the Vancouver school system. Working to provide educational help to young children of disadvantaged families was in her words "my biggest challenge." She, also developed, implemented, and coordinated parent training to support the program. She loved the work, and her success brought her to the attention of the Portland community.

In 1972, Gladys ran for the Portland School Board at the urging of friends and associates. Her victory was the beginning of her present political career. She served two four year terms on the school board. During this period she also taught college level courses in sociology at Clark College, Pacific University, Portland Community College and as far away as the International College of Caymen Isle in the British West Indies.

From 1975 to 1978, Gladys served as State of Oregon Omsbudsperson, a position appointed by the governor. The responsibilities included handling citizen complaints about state agencies, creating the first constituency reporting system for legislators, and establishing communication among all Omsbudspersons and client assistants at both state and national levels.

Gladys was elected to the Multnomah County Board of Commissioners, the first black to hold this office, in 1978. She was re-elected in 1982. In 1984, she gave up her seat on the County Board to run for Portland City Council. She lost that bid but two years later mounted a successful campaign, winning the 1986 election for Multnomah County Chair.

Since taking on the responsibilities of a County Commissioner, Gladys has been active and innovative. She initiated the Future of Local Governments Group in which locally elected officials can communicate and collaborate on inter-government issues. She also created a pilot Civilian Conservation Corp for unemployed youth. The goal was to enable young people to learn skills and gain work experience while providing needed conservation and human services for the community. Gladys has said, "I think meaningful work is critical in the development of our young people."

Recently she has been involved in countering the effects of drugs and crime by setting up special police protection in Columbia Villa, a housing project in which she and Bill once lived. She hopes to bring back the secure and wholesome environment she remembers.

Though Gladys' life has been filled with community work, her family has remained a high priority. In 1980, she was selected Portland's Mother of the Year. In fact, her goal of helping people, both in her own family and outside, has been met over and over again.

To Gladys, all of her accomplishments have been no more than an ordinary way of life. When asked to be a part of this publication, her response was "but I haven't done anything special."

GAIL NAKATA

Dentist

Dr. Gail Nakata's life has been a series of challenges, some small, some major, but none was able to stop her from meeting her goals. Today as a prosperous dentist in Portland, Oregon, with her own practice, she can look back and smile at the stumbling blocks she was able to surmount.

Gail's parents, as Japanese Americans during World War II, were incarcerated by the U. S. government. This sudden, unjust disruption in their lives and the racial prejudice suffered as part of it are influences that left lasting marks not only on them but on their two daughters, Nancy and Gail. Family, friends, and home are significant values, and the fear of unexpected trauma never goes away.

Both daughters were encouraged to do well in school and became two of the very few Japanese American girls in their community to go to graduate school and begin professional careers.

Cultural problems happen to even third generation Americans. Gail still remembers a school psychologist who administered an intelligence test to her in the first grade. Seated across a table from Gail, the test giver asked a series of questions designed to determine her understanding of left and right. The difficulty arose when the psychologist did not make it clear whether the answers should be Gail's left or right or the examiner's. Politeness instilled through cultural training told Gail to refrain from asking clarifying questions which might be considered rude. Therefore, to keep appearances, she gave part of the answers from her point of view and part from the examiner's. Consequently, she was recorded as not being able to distinguish left from right.

Prejudice also showed its face from time to time. An eighth grade teacher once told Gail that she was glad to know Gail was considering piano teaching as a career. Such a profession might bring her into social circles that "might otherwise be unavailable."

One of Gail's boyfriends cooled their romance on learning she was entering an education field in an area few women of their community had ever approached before. He saw this as inappropriate behavior. Even Gail wondered herself at times if her female mind was suited for a university education. Her first exam in her first class at Portland State University came back with a grade of D. Gail was embarrassed as this class had been described to her by friends as a "Mickey Mouse course anyone could pass with ease." Her mother consoled her by telling her that not everyone had to go to college. Rather than giving her a reason to quit, this comment released some of the pressure she was feeling and she decided to keep trying. Her grades improved as she learned the techniques of college survival.

Unsure of her career goal, she entered dental hygiene school simply because a friend did. Not long afterwards she was contacted by a friend of her aunt, Dr. Shoun Ishikawa, a practicing dentist. Dr. Ishikawa offered her a part time job. As she watched him in reconstructive work and patient rapport, she became more and more excited about dentistry - not dental hygiene, but dentistry. Dr. Ishikawa knew a female dentist in California and encouraged Gail to pursue dentistry.

At about the same time, Gail found herself helping a young man in his first year of dentistry. At first she had gone to him for help with upper division math and science, but found that she could actually understand and do his coursework. It was at this point she gained the confidence to try dental school.

Gail was the first dental hygienist to enter the Oregon Dental School, yet by her senior year there was one in each class. She felt under enormous pressure to succeed, not only to pave the way for others, but to prove herself as an Asian woman. Both race and sex discrimination were present, and the coursework was demanding. Years later after graduating, Gail came back to the school as an Assistant Professor and requested that a certain faculty member, one who had experienced problems in accepting an Asian woman as an equal, be her teaching partner. Today, they are friends.

Though a major hurdle was simply getting through dental school, the financial burden of setting up an office was substantial. Equipment, supplies and support staff are expensive. Initially, she joined Dr. Ishikawa in his practice, but after seven years of saving, she opened her own office just down the hall. They see each other every day.

In 1985, Gail married Dr. Paul Feldman, a clinical psychologist. He has become a key ingredient to a life Gail now finds balanced and fulfilling.

MOHAVA (MO) NIEMI

Business Owner and Manager

Mo's clam chowder has a reputation that spreads far beyond Oregon boundaries. It's known as the best on the Oregon Coast. Some call it the best in the world. It all started about 40 years ago when Mohava Niemi, known by all as Mo, and a woman friend started a restaurant business on the picturesque waterfront of Newport, Oregon. This tiny, rustic restaurant still exists very close to the way it began, but five others in various locations on the coast have joined it along with a chowder factory that ships chowder base all over the world.

When Mo and her friend Freddie Kent opened their business, both were recently divorced and had children; Freddie, three; Mo, two. The restaurant venture was supposed to support both families and, in addition, provide a place for the children to work as they were growing up to make money for their individual needs. Only two of the five children ever really took advantage of this as they found easier ways to make money.

The restaurant prospered. At that time the only restaurant in town open 24 hours a day, Mo's catered to the early bird fisherman and the all-hours tourist. With the combination of good food, good service, and authentic waterfront atmosphere, it became the favorite of visitor and local alike. They liked the long wooden benches where they might sit with strangers soon to become friends, the menu neatly written on a chalkboard on the wall, clean checkered oilcloth, freshly baked pies, and outrageously good chowder.

Freddie died of cancer when the business was still young, and Mo carried on, expanding as the need arose but never changing the main attractions, especially the chowder. Mo's chowder has mysteriously evolved from the best efforts of a series of good cooks. All six restaurants and the chowder factory use the same recipe, tested and perfected over time. The base is sold in Safeways all over the world; the customer need add only milk, butter, and a dash of paprika. Somehow it never tastes quite as good as it does in the restaurant, however.

Legends about Mo's have arisen through the years, but the most well known is the car-through-the-wall episode. Early on the morning of July third (Mo doesn't remember the year) while two men purchased a thermos of coffee for a fishing trip, an over-sized Buick came crashing through the street-side wall of the restaurant. A woman, wife of one of the men, sat sheepishly behind the wheel with two little boys in the backseat. The restaurant was almost demolished. No one was hurt, however, and Mo's stayed open. Patching up what could be patched, they served meals as usual, and when the insurance check came, they put in, not a new wall, but a garage door still there to this day. Mo recalls one of the little boys saying, "It ain't nothin' new. She done the same thing to our garage."

Though the restaurant business has taken up a good portion of her life, Mo spent time on other projects. She worked for KNPT, Newport's local radio station, for 31 years. Many Newport citizens recall the radio shows Mo presented. Mostly they remember her distinctive voice; deep toned and gravelly, this voice kept the community informed for years. Managing a nightclub called High Tides, which started as a favor for a friend but lasted nine years, was another endeavor.

Her management style is admired but not easily duplicated. She believes in rewarding good employees and set up the routine of providing free breakfasts for all the help including a number of people from surrounding businesses. For many years until coffee prices became exorbitant, coffee at Mo's was free for everyone, employee and customer alike. She has also taken groups of employees to

Hawaii funding most, sometimes all, of the trip for them.

Travel has brought her great pleasure. She has been all over the world, but her favorite countries are in the East, especially the Phillipines and China. She loves the Chinese people, their philosophy, and their way of pleasing a customer. From offering tea to the customer to making sure every item purchased is tailored to fit perfectly, whether the body or mind, they are experts in customer satisfaction. Mo recognizes good business when she sees it and knows such service is rare in the U.S.

Mo's granddaughter runs the business today while Mo relaxes in her apartment overlooking the waterfront and busy Yaquina Bay. Though some people have complained about "plastic" changes on the waterfront, which means neoned modern buildings among the quaint fishplants and antique buildings like Mo's, Mo likes the changes. "It couldn't stay the same," she says, and no one knows better than Mo about necessary changes. She holds fast to what is valuable but welcomes the new.

FLOY PEPPER

Educator and Counselor

When considering a woman like Floy Pepper, it isn't easy to find words to describe her work and her person because her accomplishments are so far-reaching and her character so remarkable. Portland State University faculty came close in an inscription engraved on a plaque presented to Floy on her retirement:

> *Our faculty honors you, Floy Pepper, for*
> *your outstanding qualities and your contributions as:*
> *a gifted teacher*
> *a pioneer in educating handicapped children*
> *an active spokesperson for human rights*
> *an internationally respected educator*
> *a noted author*
> *a person with spirit*
> *an assertive and courageous woman*
> *an imaginative and far-sighted leader*
> *a caring person*
> *Floy, you have enriched our community and we*
> *appreciate the example you have set for us all.*
> *Your friends and colleagues in the*
> *Special Education Department*
> *School of Education, Portland State University*

Floy is all of these things and though today she is in her early 70's, she continues her lifelong work in education by writing and conducting workshops.

A Creek Indian, Floy was born March 14, 1917, on her father's Indian allotment land near Broken Arrow, Oklahoma. After graduating third in her class at Broken Arrow High School, she went on to Oklahoma State University where she became the youngest student to graduate with a master's degree.

Thus she began a long career in education, teaching first at Fort Sill Indian School for the Bureau of Indian Affairs. Here she met and married Gilbert Pepper, a Kaw Indian, and shortly after, they were transferred to Chemawa Indian School in Salem, Oregon. At Chemawa, seeing that most of the students, representing a number of different tribes, had little knowledge of their heritage, Floy initiated courses in tribal history.

In 1941, her first child, James Gilbert Pepper, was born, and the family moved to Vanport, Oregon, where her husband went to work as a foreman in the shipyards, and Floy became Acting Director and then Head Teacher for Vanport Nursery Schools. Her daughter, Suzanne Marie, was born in April 1944.

Discrimination against Native Americans was a frustrating element in their lives. Overpriced car insurance as well as problems acquiring charge accounts, bank financing, and even good seats in restaurants plagued them. Floy wrote letters to the governor and newspapers. Governor Sprague sent an insurance investigator, but Floy ended up driving across the river to Vancouver, Washington, where she could get regular prices for car insurance.

In 1945, Floy became the first minority teacher to be hired by Portland Public Schools. This came only after Floy initiated a candid discussion involving her Indian heritage and its implications to hiring procedures. She taught home economics in the Portland system for 18 years.

Though Floy pioneered sex education for seventh and eighth grade students, including classes for their parents, home economics teaching became secondary as she became more interested in the area of counseling and guidance. In 1960, she entered Oregon State University to gain a certificate in this field. Here she encountered Dr. Rudolf Dreikurs, a prominent psychologist and leader of Adlerian psychology in the United States. He was conducting a class on the maladjusted child. Floy was excited by these new theories and began writing them into the Home Economics Child Care and Relationship curriculum. Later she was invited to co-author a book with Dr. Dreikurs and Bronia Grunwald entitled Maintaining Sanity in the Classroom. This text, published by Harper and Row in 1971 and revised in 1982, has become a standard in teacher education and has been translated into German, Greek, and Hebrew.

Working for Multnomah County Education Service District, Floy was Head Teacher of the schooling section of Edgefield Lodge, a residential treatment center for emotionally disturbed children. After seven years, MCESD severed relations with Edgefield Lodge and moved Floy and the Emotionally Disturbed Program into the central office. Floy and Mickey Roberson began to integrate the Program for Emotionally Disturbed Children into the public schools. They developed a method of shared decision making by addressing the academic and behavioral needs of children and involving them in setting objectives. This helped students to understand the process and to cooperate in reaching the objectives. The program's concepts of equality, mutual respect, and positive relationships were highly successful and attracted observers from Canada, New Zealand, Australia, Holland, Sweden, England, Switzerland and all over the United States.

In 1975, she and Ms. Roberson founded the Rudolf Dreikurs Institute for the counseling of children and families. At the same time, she taught two courses, The Emotionally Disturbed Child and Behavior Management, stemming from this work, at Portland State University.

Other work included representing Native Americans on an Ad hoc Committee on Minorities for the Council for Exceptional Children. She worked with this group for three years and authored a chapter, "Teaching the American Indian Child in Mainstream Settings," in a book from the project entitled Mainstreaming and the Minority Child. She also served as Governor-at-Large for the Council for Exceptional Children for four years; and as part of the staff for Adlerian Summer Schools, she taught two-week seminars in a different country each summer for 10 summers.

In 1983, she worked for Northwest Regional Educational Laboratory in Portland, Oregon, authoring two books on Indian education, Effective Practices in Indian Education-A Teacher's Monograph and Effective Practices in Indian Education-Administrator's Monograph. Even today after "retiring" she does free lance work and is writing a Law Related Education curriculum for the Oregon State Department of Education.

Floy has been an untiring educator whose work will affect students all over the world for a long time to come. With the advantages of a sharp mind and a determination to use it, she was able to open the doors of learning for many underachieving and discouraged children and to make the classroom more pleasant for both teachers and students.

LILLIAN PITT

Native American Mask Artist

As a Wasco-Sahaptin Indian child growing up on the Warm Springs Reservation, Lillian Pitt was told about the mythological Stick Indian people. "Stick Indians," the Chinook jargon name given to the little Indian people who live in the woods, were known for their whistling. They would sometimes help good individuals to find their way when they were lost or cause others to become hopelessly lost. A great deal depended on the neat appearance and good thoughts of the person, so Lillian's braids were always extra neat and tight when she entered the woods. Today she uses images of these Stick Indians as inspirations in creating her ceramic masks, known all over the country and in many parts of the world.

Lillian's parents, Lewis and Elizabeth Thompson Pitt, raised their three children, Lillian, Charlotte, and Lewis, Jr., in a two-room house with no electricity or running water. Their home was part of government subsidized housing, a tract jokingly called "Hollywood." Lewis, although not a member of the Warm Springs tribe, was active in the early years of tribal organization. He took the position of the first secretary/treasurer to help draft the tribal constitution and bylaws. Lewis was enrolled in his mother's tribe, Yakima, instead of his father's, which was Warm Springs. Both Lillian's parents took pride in their family. They took their children with them wherever they went and told them the vivid oral history of their family and tribes.

Lillian's maternal great grandmother was Kah-Nee-Ta. Her land allotment included the famous hot springs bearing her name and now a popular resort area. Most of her family died from diseases brought in by white people. Kah-Nee-Ta saved Lillian's mother's life with special care and medicinal herbs.

When Lillian's father's parents died, he and his brother George were sent to an Indian boarding school. When they finished school and returned to their parents' ranch, a herd of 250 cattle and another of fine horses were gone. Also gone, lost in Lewis's schooling, was fluency in five Indian languages learned as a child.

Lillian graduated from Madras Union High School and entered beauty school in Portland. Here she won a six-week scholarship to Brunoe's Academy of Advanced Hairstyling in Toronto, Canada. Later she bought her own beauty shop in Southeast Portland. She eventually sold her business. However, she remained a hairdresser and teacher for 15 years until back problems kept her from standing long hours.

After four back operations, Lillian knew she must find a new profession, and at the age of 36, entered Mount Hood Community College to pursue an associate degree in mental health\human services. During her last quarter of school she took a ceramics class for no other reason but because it might be fun. Because her back did not allow her to throw at the wheel, her instructor Vance Perry suggested she handbuild the clay.

Having lugged a 12-pound chunk of clay home on the bus, she sat wondering what to do with it. A wooden Indian mask on her wall gave her a sudden inspiration, and she began to create the first of her unique masks. Adorned with feathers, beads, bone, and buckskin and shining in vibrant colors from the raku firing process developed in 16th century Japan, they have become a "way of expressing my heritage."

From the moment she put her hands in clay, she loved it. Encouraged by her instructor, she decided to give ceramics a year to see whether she could make a living with her art. A major turning point came when she met R.C. Gorman, a Navaho artist, and showed him her work. He became her first customer. He then wrote letters of introduction for her to his galleries to encourage them to show her work. She was soon able to support her interest in the making of masks and continued to promote her work across the country in several galleries without the gracious support of R.C. Gorman, but purely on the merit of her talent.

Lillian was named after an old Indian woman called Wak'amu. Wak'amu is the word for one of the several roots the Indian people gathered for food. Lillian's mother, Elizabeth, told her that this particular root was a stubborn one that would let go of the earth reluctantly. It is interesting that Lillian works with the earth to make something wonderful to enhance people's lives.

The firing processes she uses are two ancient oriental methods of firing, Raku and Anagama; both will bring about unexpected results from the clay surfaces and glazes. Her inspiration is drawn from the folklore and culture of the Plateau Indian tribes, which she has found to be a great source of strength. Each mask takes on its own form. She names them after Stick Indians, the petroglyphs of the lower Columbia Gorge, or after specific tribes and sites of the original homeland of her tribes. When complete, each lends a certain presence to its environment. She says, "I have taken the legends and petroglyphs and given them a physical form to show my appreciation and respect for people who lived hundreds of years ago."

Lillian has received recognition from many sources. The City of Portland requisitioned her to do a five mask series to be sent to Sapporo, Japan, Portland's sister city. She also was a part of "Women in Sweetgrass, Cedar, and Sage," an exhibit of contemporary Native American women's art on tour in the U.S. In 1987, she was asked to show at the prestigious Native American Arts Invitational at the Heard Museum in Phoenix, Arizona, the only woman among 11 Native American artists. Other showings have been in galleries in places as varied as Boston, Minneapolis, Anchorage, St. Louis, San Antonio, and as far away as the Palais Des Nation in Geneva, Switzerland.

Lillian was pulled in various directions as her life progressed. Had events not happened exactly as they did, she might have had a life-long career in hair styling or mental health counseling. Her brilliant, mysterious masks might never have been made had her attention wandered elsewhere. She advises all people to pursue those things which seem natural and give the individual pleasure. "Listen to your heart," Lillian says,"and the rest will follow."

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ANNA RADEMACHER

International Marketing Entrepreneur

Anna Rademacher, owner and operator of Intermarket Company, looks at life through optimistic eyes. She credits her parents Helen and Marian Jaworski, who immigrated to the United States from Poland when Anna was seven years old, for giving her the ability to see the positive aspects of every experience.

Life was not easy for the Jaworski's. After arriving in the United States, Anna, her two brothers and parents lived for two months with her grandmother in an apartment in north New Jersey. When her father found a job as custodian at the Polish Catholic school, the family moved to take up residence in a classroom on the upper level of the school.

Anna's father was an enterprising man, creative and hardworking. Always looking for a new opportunity, he held jobs as varied as brick factory worker, glassblower, police officer, custodian, painter, restaurant owner, hardware store owner, and is currently a marble installer and store owner. Anna vividly remembers a venture which resulted after her father bought a burnt-out motel in east New Jersey. The family spent hours of hard labor renovating the building with little financing. Once on their way home after a hard day's work at the motel, the five of them, dirty and disheveled, boarded their old van to head back through the numerous turnpike and parkway toll gates. Finally, only one 10 cent toll remained. It was the type in which the drivers must toss their change into a special coin collector. Anna's father tossed their very last dime and missed. Anna can still see her father as he got out of the van in his grubby work clothes to carefully search the ground for the misdirected dime. Cars lined up behind and impatient drivers honked their horns, surely wondering why he didn't simply toss another dime.

Incidents such as this have shaped Anna's values. She was not ashamed of her father; in fact, she was very proud of a man unafraid to work hard, to take risks, to succeed or to fail.

The family moved to Ottawa, Kansas, during her high school years. Though her parents moved back to New Jersey after only three months, she stayed on living in the house her parents had bought. During her junior year, her brother and his wife lived with her, and her senior year she spent in a college dorm. After high school graduation, she went back to New Jersey where her parents were still living and worked at an amusement park for six months. She also worked to earn her pilot's license. She washed airplanes and pumped gas at the airport to get some "free flying time." In 1985 she completed the requirements and got her flying license.

At Kansas State University she wanted a degree in International Marketing, but on learning no degree was offered in that area, she majored in languages. She earned both a bachelor's degree and a master's degree there. She studied Spanish, French, and Russian, and has since studied Japanese. Including her native Polish and English, she is now fluent in five languages, a major advantage in her business.

At college she met and married David Rademacher, a pre-veterinarian student from Winter, South Dakota. One year after they were married, David entered the veterinary school (four year curriculum). Both she and David put themselves through college with jobs and school loans. While her husband was in vet school, she had a job as the "Foreign Credit Clerk" with McCalls' Pattern Company. She worked with McCalls' South American and Canadian accounts. This job gave her valuable experience to apply to her current international marketing business.

Disliking the hot Mid-West summers and wanting to be closer to mountains because they both enjoy camping, backpacking, and skiing, after graduation they decided to look for jobs in the Pacific Northwest. They eventually ended up in the small town of Hermiston, Oregon, where David was able to work for a mixed animal practice heavily involved in cow-calf and herd management, his speciality. He is now a partner in the clinic.

Anna's flying experience helped qualify her for the position of Airport Manager for the Port District in Richland, Washington. Though the job required an hour and five minute commute from Hermiston, she took it and was placed in charge of two airports. She was also made Assistant Manager of the Port District which included three industrial parks. Her work put her in contact with numbers of small companies and new businesses. Through this association, she began to see more and more frequently that companies needed assistance in finding and arranging foreign markets. This realization was the seed for her own import/export business which was to develop in the next year.

Using all her savings, Anna purchased a computer with a telex modem and a FAX machine, the essentials for overseas communication, and set up a small office in her home. The next step was to find buyers overseas. This required a series of efforts. First of all, networking, which is communication with others in the business to secure more contacts and additional information, was extremely useful. In addition, the Small Business Administration was able to connect her to Active Core Executives (ACE) which provided advice and more contacts for networking. Advertisement in U.S. Department of Agriculture publications brought in more possibilities.

Intermarket Company was launched, and the business began to take hold and prosper. Initially her intent was to limit the business to animal industry products to complement her husband's veterinarian business and to make use of his knowledge in the area, but more and more possibilities arose. Eventually, she found herself losing time and money as she attempted to connect products of a wide variety to buyers overseas. Now she has learned to limit herself to three categories: agriculture, animal industry products, and specialty health foods. She has developed contracts with other companies for which she finds markets under their company name. This arrangement has proven advantageous for both parties. Anna is happy with the progress of her business. She sees herself over the "new business hump" and well on the way to repeat customers and steady sales.

Anna is the mother of a 16-month old named Ryan and expects a second child in November of this year. With her business office part of her home, she is constantly close to her child; and her mother, now residing with them, is available to baby-sit. Her husband is also a help both at home and in the business, and Anna is able to employ a part-time secretary to help with clerical work.

Hermiston, where Anna now lives, is a long way from the tiny Polish village of Podborze where she was born 32 years ago. Time has brought many changes. Changes can be good or bad depending on the individual's way of looking at them. She has inherited her father's optimism but also the practicality and realism of her mother.

Anna has never felt disadvantaged. As a woman, she feels she "stands apart" from the crowd and her customers are more likely to remember her. When people wonder about an international company in a small town in Eastern Oregon, she points out that she is closer to many of her suppliers as well as to her contract clients, and it does not matter to her clients overseas whether she lives in Portland or Hermiston. She also feels fortunate that her husband has given her nothing but encouragement and support, both emotional and financial. He also assists her with the technical aspects of veterinary supply and live animal shipments.

Anna assists in a 10-week class for low-income women, co-sponsored by VISTA and Oregon social services, called Self Reliance. She tries to transfer her positive feelings to those participating in the class, but sometimes the task is frustrating. She says,"Like kicking a tobacco or alcohol habit, the desire or will must come from within the individual." Anna has found this will within herself, nourished and encouraged by her parents and husband and supported by her own hard work. Now if she could only "export" this product to other individuals who need a positive viewpoint.

BARBARA ROBERTS

Secretary of State

Barbara Roberts, Secretary of State, holds the second highest elected office in Oregon. She knows more about the perils of life than the typical woman her age who has reached a similar level in her profession. She can relate to the people and win their admiration, respect, and trust, as well as their vote.

Barbara was born in Corvallis, Oregon, December 21, 1936. Shortly after, her family moved to the small agricultural and timber community of Sheridan, Oregon, where she grew up. Her father managed a machine shop and her mother worked for the local newspaper. Barbara was active and popular, and high school provided the perfect outlet for her energy, talent, and leadership skills. She was a member of the rally squad, a leading player in high school theater, president of the school service club, and a homecoming queen. Academically she shone working on both the high school paper and yearbook, getting selected as a member of National Honor Society, and graduating in 1955 as salutatorian of her class.

Barbara was married in December of her senior year and followed her young husband, who had enlisted in the Air Force, to South Texas. Here her first son Mike was born in 1956. A second son Mark was born in 1958 when they came back to Oregon, this time locating in the Portland area which became Barbara's home for the next 27 years. Now close to a university, Barbara took classes at Portland State whenever she could.

In 1963, when Mike was 6 years old, he was diagnosed as "severely emotionally disturbed" and permanent institutionalization was recommended. Barbara knew her son had problems, but she could not accept the idea of his being relegated to an institution for the rest of his life. She put him in a private care facility for one year. Here he was confirmed to be autistic and in need of special education. At that time Oregon schools had nothing to offer emotionally handicapped students. They simply rejected them. However, Parkrose School District, with federal grant funds, initiated that year an experimental special education classroom specially designed to see if emotionally disturbed children could learn in the public school setting. Mike filled the last vacancy and went on to be their first graduate.

This experience led Barbara into her first political endeavor. She helped establish the Portland Chapter of the National Association for Autistic Children, an organization formed to see that public schools provided an education for all children regardless of handicap. Barbara became the group's unpaid lobbyist. Newly divorced, she devoted herself to this cause and spent days in Salem convincing legislators to pass SB 699, a bill providing public education for emotionally handicapped children. It passed in 1971 and went into effect July 1, 1972, four years before the federal bill 94-142 requiring the same became law.

Fired by her success, she ran for her local school board, won, and served from 1973 to 1983. She also spent four years on the Mt. Hood Community College Board.

During her time in Salem she met Frank Roberts, then a state representative. They became friends and were married in 1974. She served on his legislative staff and became even more interested in law making.

In 1978 she was appointed to the Multnomah Board of Commissioners and became a recognizable political entity to both press and public. In 1980 she was elected to the Oregon House of Representatives and re-elected in 1982. She was the first woman to be elected by her peers to House Majority Leader and went on to be elected Secretary of State in 1984.

Barbara has always worked for civil rights for all people of all persuasions. Her record shows strong advocacy for not only the handicapped, but also women, minorities, and homosexuals. She has said, "Unless the civil rights of every group are secured and protected, there is no guarantee of those rights for any citizen."

In 1987 she received the highest award given by the American Civil Liberties Union--the E.B. MacNaughton Civil Liberties Award. Other awards are from the Oregon Women's Political Caucus, Oregon Commission for the Handicapped, Oregon Environmental Council, Oregon Paralyzed Veterans of America, and two other awards from the ACLU for children's rights and juvenile justice.

In her advocacy for provisions for the handicapped –ramps, lifts, parking, etc.–Barbara didn't realize that her own husband, Senator Frank Roberts, would benefit. Frank contracted cancer in 1987 and has since been confined to a wheelchair though he continues his legislative work. A period of severe emotional and physical pain strengthened the husband-wife relationship and helped give Barbara the breadth of character her constituency admires.

As Secretary of State, Barbara manages 220 employees and a budget of $22 million. In 1985 she chaired the Governor's Task Force on Worker's Compensation reform and has served as the governor's representative on the Hanford Waste Board. She is an excellent speaker and gives over 200 speeches a year. She was re-elected to a second term in 1988.

Barbara Roberts represents Oregonians. She conducts their elections, audits their government agencies, and manages thousands of acres of their state lands, but more than anything else, she looks out for their rights as citizens regardless of race, sex, national origin, handicap, age, or sexual orientation. Her family knows this, her colleagues in the government know this, and Oregonians know this.

Y. SHERRY SHENG

Zoo Director

Y. Sherry Sheng didn't start out wanting to be a zoo director. In fact, as a young girl in Taiwan, she wanted to be an air force pilot like her father when she grew up, and surely she could have done just that. A woman like Sherry Sheng has the intelligence and drive to do anything she wants, and she is willing to put in long hours and hard work to do a job well.

Since March 15, 1988, Sherry has been the director of Washington Park Zoo in Portland, Oregon. She oversees 64 acres of zoo grounds, 91 permanent staff, 200 seasonal employees, 300 volunteers, and administers a $9 million budget. About 950,000 people visit the zoo each year. Of the 100 or more zoo directors in the U.S., only seven or eight are women; only two are in charge of a major zoo like Portland's. The other one directs the Minnesota State Zoo.

Major accomplishments have been a way of life for Sherry. Before she was one year old, she was astonishing people. Her mother, Rosie Sheng, says Sherry could sing songs at 11 months. By the time she was a year and a half, she knew the words to 25 songs, four in English. Throughout grade school she earned top grades and was elected every year as a class leader. After receiving a bachelor of science degree from National Taiwan University, she headed for the United States with a doctorate on her mind. Science, particularly fisheries, had captured her interest.

At the University of Washington in Seattle, where she entered the fisheries program, her best efforts were required. She had had a great deal of practice writing and reading English, but translating the lectures of professors was difficult for her. At the end of her first quarter, she had earned three A's and one B. On reading the report, she burst into tears. One might think they were tears of joy, but they were shed in sorrow for the one B, her first B. Many more A's were to follow.

She graduated in 1977 having written a master's thesis judged as best student paper when presented at an American Fisheries Society meeting. Honors such as this Sherry credits somewhat to an attitude developed years ago in the Taiwan culture. Not to succeed in Taiwan is a great humiliation to the individual and the entire family. Schools are ranked according to the success of their pupils and distinguishable school uniforms can give a student's status away. Sherry describes the resulting mind set as something more than intelligence. "It's the mentality, the endurance; you keep going till you get it."

In the U.S., Sherry was determined to fit in. She abandoned the use of her first name Yu Chung, difficult to spell and pronounce, and began to use Sherry, her adopted middle name. She also worked constantly to overcome her Chinese accent, almost indistinguishable today. She married fisheries biologist, John Palmisano, in the late 1970s and brought her entire family, mother, grandmother and younger brother, over for the wedding. They ended up staying in Seattle. Her brother is an engineer for Boeing.

Straight out of college she took a job at the Seattle Aquarium as a tour guide at $3.76 an hour. This job made her realize that her greatest pleasure in science was telling others about it. She is a "people person" at heart. Earlier she had tried her hand at field research spending six months in Bristol Bay, Alaska, roughing it. She did well, and added boat operation, fish tagging, and numerous other special skills to her repertoire.

However, when the job of education specialist at the Aquarium became available, she applied, was hired, and in less than seven years, had worked her way to the director's position. Initially, a salaried position at the Aquarium was tempting but other pressures tugged at her as well. She still wanted a doctorate, and now she also wanted to start a family. As it turned out, only the doctorate was delayed. Two children, Nathan and Michelle, now nine and six years old, were born during her tenure at the Seattle Aquarium.

Sherry turned things around at the Aquarium, reversing their declining attendance records, adding 21 marine science units to the school program, securing over $200,000 in grants, and constructing three new exhibits, one of which (State of the Sound) focused on local environment. When she left in 1988, a Master Plan to expand and improve the Aquarium as part of the mayor's proposed Harborfront project was about to come to a vote. She felt her work was done, and when the Portland zoo position beckoned, she responded.

Though only a year has passed, already Washington Park Zoo shows evidence of Sherry's hand. The Africafe has been built as well as an African Aviary displaying over two dozen exotic African birds. The outdoor concert area has been renovated with newly terraced lawn seating and a high tech audio system. Under construction is an $8 million dollar African section which will hold all the African animals from rhino and hippo to zebra and impala, each kind in an enclosure simulating its natural habitat.

Sherry's formula for success is encapsulated when she says "You try to do your best, assume some risk, and have confidence in yourself." She also is known for keeping an open mind and seeking the help and opinions of others. Put all together, the formula works, but she has found that working 50+ hours a week and cutting back on sleep can be hard on a body. Noticing a few gray hairs and wrinkles, she decided to modify her schedule. A cooperative husband who willingly takes his share of childcare and housework is a great help. She says "You cannot do it all, and you shouldn't feel guilty about it."

At 37 years of age, Sherry Sheng may appear to have already done it all and done it well. However, she looks toward a future filled with even more challenges . Life for her has always been that way.

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MARIAH ANNE TAYLOR

Nurse Practitioner

Mariah Anne Taylor bases her life on a single principle--love for humanity. Her love and service stretches to include all segments of humanity, all colors, all creeds, all shapes and sizes, but especially humanity's children. She is the founder of the North Portland Nurse Practitioner Community Health Clinic in Portland, Oregon, and now devotes six days of every week and numerous evenings of housecalls to this entity which she calls her ministry.

Mariah, born October 1, 1942, was the ninth child in a family of 16 children. Her father had 9 other children by a previous marriage, bringing the total number of children in her family to twenty-five. Atlanta, Texas, where she was born, is the setting for many early memories of warm rain and giant 40- to 100-pound watermelons. Folk superstition, a mixture of African and Southern, is also a vivid recollection. During the harsh rain storms, she remembers the saying "Hush, the Lord is speaking" and the opening of the front and back doors so the wind could blow all the way through and not destroy the building. The beat of the heavy rain on the tin roof of their house still drums in her memory.

In 1948 Mariah's family moved to Portland, Oregon, where her father had acquired a railroad job. They arrived just in time for the devastating Vanport flood. Only six years old at the time, she still recalls people and their belongings being swept along in the rush of water. All of her family survived, even two children who had been at the movies, though they lost all of their belongings. Her mother, so distressed she fainted, prayed fervently for the safety of her children. She promised God she would never again allow movie attendance on Sunday, the day of the flood, if her children were saved. Today it has become a family tradition never to attend the movies on Sunday.

Mariah fell into nursing naturally. As a child, she tended her brothers and sisters when they were ill, learning folk medicine by watching her mother. She herself was seldom sick and, in fact, has not had either a cold or the flu for the last 30 years. She began her formal training the last year of high school in a Portland Community College (PCC) Licensed Practical Nurse program. On achieving her LPN certificate, she contemplated seeking an Associate Degree and a Registered Nurse certificate. A high school English teacher discouraged her suggesting she become a nursing assistant instead because she was "black and intellectually inferior." Mariah took this as a challenge and arranged to take an IQ test to prove her intelligence. At the same time she worked hard on her deficits acquiring a tutor in math and spending hours of study at the resource center. She earned her degree and RN certification and took them to the English teacher who had misjudged her. The teacher's response was "I knew you could do it all the time."

Motivated by her academic success and the ending of a marriage, Mariah packed up her three children and moved to Ashland, Oregon, where she would pursue a bachelor of science degree in nursing at Southern Oregon State College. The years in Ashland proved to be an enriching experience. Though she was one of only 18 blacks on a campus of 4,000 students, she found the school and community warm and open-minded. Many of them she considers part of her extended family. Even today she and her children find a warm reception in Ashland. She was graduated in 1977.

From Ashland she and her family moved to Colorado where at the University of Colorado she earned a master's degree and Nurse Practitioner certification, the highest level of nursing one can achieve. With this kind of certification, she returned to Portland confident that she would find a job.

The opposite turned out to be true. At that time, Mariah found that, in general, physicians did not look kindly on nurse practitioners. They viewed them as encroachment and competition in a population already over supplied with medical doctors.

Unwilling to sink into a syndrome of "they're picking on me," she was determined to create a job if she couldn't find one.

Mariah and another black nurse practitioner, Juretta Webb, decided to open their own clinic for women's and children's health care. Together they completed a feasibility study and appealed to the Small Business Association for help. This proved to be futile as the $125,000 they needed could be acquired only when they had $100,000 in hand. Eventually, discouraged, they were forced to break up, each going her own way.

In 1982 by cleaning up a former dentist office in lieu of paying rent the first month, Mariah was able to open her own clinic in North Portland. This is where she continues her practice today serving the neediest and least likely to pay clients in the Portland population. Ninety-seven percent of her patients do not have health insurance. Earning from $0 to about $700 a month, they are the indigent, the homeless, the working poor, the uninsured, and the underinsured. Mariah treats everyone within her certification boundaries, birth to 21 years of age, with competent care and abundant love.

It has not been easy. In Mariah's words it has been "strenuous, devastating, and a trying of my faith." Until the clinic was eligible for United Way funding in August of 1987, it existed solely on the meager payments of patients and solicited donations. There were times when she and her supporters went door to door seeking donations to keep the clinic open. Devoted to her cause, Mariah refused to close.

Mariah identifies with her clients. She herself has had to rely on food stamps and Salvation Army assistance to feed and clothe her family. She knows the feeling of desperation and futility the poor experience and is able to empathize and provide valuable advice along with badly needed medical care.

Her concern reaches beyond her small clinic. She is active in community affairs wherever the issues of the poor and homeless are involved. She teaches high school single parent and body awareness classes and counsels pregnancy groups at the YMCA and local high schools. She is on the advisory board of Head Start programs providing medical care on a contractual basis; the Governor's Commission on Health Care for the Uninsured; and is a member of the Great Start Committee, part of the Governor's Children's Agenda. She speaks on these issues at service clubs and organizations and gives first hand testimony on the conditions of Portland's poor whenever asked.

She is active in her community church, the same community where most of her patients live, and enjoys her family consisting of Lisa, 23; Michelle, 21; Miguel, 15; and Mariah, 5. She also has three grandchildren. Sunday, her only day away from the clinic, is church and family day. She loves to cook a large dinner and have all the family gather at her house.

Surprisingly, Mariah makes time for her hobbies, drawing still-life sketches, particularly of houses, and gospel singing, another Sunday activity. Last year she even took two days off to vacation at the beach.

Still pursuing goals, she plans to expand the clinic. Her dream is to have two physicians and two nurse practitioners working full-time and an attached Sexually-Transmitted Disease Clinic. She sees the need as critical.

An old aphorism states "God helps those who help themselves." Mariah's philosophy is a twist on this idea. She believes "God helps those who help others," and every day of her life is spent living up to this conviction.

FREDDYE WEBB-PETETT

Civic Leader

Freddye Webb-Petett remembers the advice her maternal grandmother gave her long ago when she attended segregated public schools in Rayville, Louisiana.

> "To be good is not good enough. Being the best is critical. If you are to succeed as an African-American woman, you'll have to be the best. You've got to first prepare yourself with a good education."

Today Freddye heads the largest component of Oregon's Department of Human Resources: Adult and Family Services. This prestigious position of major responsibility comes from 19 years of proving her abilities in a multitude of public service projects. Her grandmother's words and her own inner determination combined with a strong foundation in Southern gospel have carried her a long way.

Her beginnings gave her many excuses to fail. She was born to a teenage mother on December 27, 1943, in Monroe, Louisiana, an area noted for racial discrimination. Success for a black woman growing up in the 40's and 50's meant laundry or kitchen work. If one were really lucky and able to secure some education, she might become a teacher.

Following her grandmother's advice to pursue an education, Freddye entered the all black Southern University in Baton Rouge. She completed one year in that institution at the same time participating in civil rights demonstrations.

Shortly after marrying, Freddye and her husband came to Portland, Oregon, to visit her father. Portland looked good and they decided to move there. A degree in data processing from Portland Community College was Freddye's next step followed by a bachelor of science in business administration from Portland State University.

While at PSU she became involved in the Federal Model Cities Program (MCP) which became the springboard to a career in public service. Activities for MCP included training local citizens, evaluating community programs, and putting the MCP filing system into a computer program. Nero and Associates, a consulting firm specializing in public service programs, noticed her at MCP and placed her in charge of their Operation Step Up Program which involved finding jobs for the unemployed and underemployed.

In this position she came to the attention of Mayor Neil Goldschmidt, now Oregon's governor, who made her his Administrative Assistant in charge of Bureau Administration. She became his liaison to bureaus in Portland, briefing and advising him on their activities. She was also involved in affirmative action and neighborhood dispute activities.

From this job came numerous others: Crime Prevention Bureau Director, directing a staff of 21 with a $500,000 budget; Emergency Services Coordinator, developing Portland's first Emergency Plan and coordinating mock disasters and a 24 hour emergency center; and Executive Director of the Urban League of Portland, obtaining a new headquarters building with 21 apartments for low income people, and resolving human relations issues at schools and Oregon prisons.

Freddye has achieved many honors. Among them was her selection as a Kellogg Fellow, a highly prestigious group, enabling her to participate in international activities, such as International Year of the Celebration of Women Conference in Nairobi, Kenya, and travel to other foreign countries. She is also a member of Portland's City Club and has been asked to address their group on two occasions. The group is well known for research and recommendations on complex Portland issues.

Highly in demand, she has chaired or sat on dozens of community boards and commissions from the Housing Authority to the Rose Festival Association. She is also a member of Delta Sigma Theta sorority, an orgranization of African-American women seeking social justice, and LINKS, a public service organization to serve youth.

Through all this activity she still found time to continue her education taking part in seminars on management, personnel, and human relations and a course in negotiations at Harvard Law School. In addition, she raised a son, Andre Marion Petett, who will be entering law school in September 1989.

Freddye compares her present job, having a $1.2 billion budget and responsibility for thousands of staff, as something like "turning a super tanker around in the middle of the Columbia River without running aground. You want to move carefully because a lot of people are watching and most do not like waves."

Nevertheless, she thrives on challenge. She is doing what she's always done: helping the unemployed, underemployed, low-income, and needy. Her department assists families and their dependent children.

Freddye has taken each challenge as a learning experience and a stepping stone. From a disadvantaged young black woman she has progressed to the position she holds today, one from which she can enable others to do the same.

TESSIE WILLIAMS

Community Health Representative

For almost 22 years Tessie Williams has been a Community Health Representative for the Confederated Tribes of Umatilla Indians. In this capacity she has helped countless Native Americans find the health resources they need.

Tessie herself is a member of the Umatilla Tribe, born of a Cayuse mother and Nez Perce father December 14, 1931. Raised by her grandparents, she was well versed in Indian traditions and history early in life, as were her two brothers..

Tessie's formal education began at St. Joseph Academy in Pendleton, Oregon, many years ago and in 1987 was recently extended to Yakima Valley Community College with a course entitled Community Health Advocate. In addition, fifteen years working in hospitals, Bess Kaiser and Gresham General, in the Portland, Oregon area gave her valuable health care experience.

Three daughters and seven grandchildren play an important role in Tessie and her husband Robert Williams' lives. All three daughters, Teresa Parker, Nancy Minthorn, and Roberta Williams, and their families live in the Umatilla community. Family has been a priority. She has always tried to "teach my family, involve my family first, and then reach out to other families."

In her job as Community Health Representative, Tessie is responsibile for connecting tribal members to agencies that can provide health care. Often she transports the sick and elderly to the doctor or hospital and arranges follow-up visits and consultations. She is a liaison between the Indian people and all resources in the City of Pendleton or State of Oregon. She gives presentations and classes for tribal members in first aid, CPR, and on Indian traditions. Traditional medicine and healing are very important for Native American people. It is part of their circle of life to be in balance and harmony within themselves.

Community work places her on numerous boards and commissions: Umatilla County Mental Health, St. Anthony Home Health, County Extension, Campfire Girls, Umatilla Youth Organization and Oregon Health Council (both Governor appointed positions), St. Anthony Planning Commission, American Red Cross, Chairperson of the Cystic Fibrosis Fun-Run Committee, Eastern Oregon Health System Agency, Chaperone for Happy Canyon Princess from the Pendleton Round-up, and the Indian Child Welfare Advisory Board of which she is now vice-president.

Dedication to serving other people has brought recognition from many directions. In 1983, she was recognized for outstanding service by Portland Area Indian Health Careers and Traditional Medicine and again in 1985 by the National Indian Health Board. In 1982, she was selected as Woman of the Year by the Umatilla County Chamber of Commerce. Two honors were bestowed in 1987: March of Dimes made her a White Rose recipient as an outstanding Oregon woman, and the Indian Health Services in Rockville, Maryland, recognized her for stunning achievement as a Community Health Representative. Another highlight in her life came in 1975 when she accompanied her daughter to Hong Kong, China, for China's American Fortnight, a period of time set aside to study American culture, including the Native American.

Tessie follows a set of principles developed long ago. She believes there is good and bad in all people, but we should always look for the good. It is important to love and understand other people and to forgive each other. Such values have led to a better life, not only for herself, but for everyone she touches.

WASHINGTON

RUBY MAR CHOW

Restauranteur, City Lawmaker, Consultant

Since 1920, when she was born as the fourth of ten children to Chinese immigrants, Ruby Mar Chow has lived through many changes in the Chinatown area of Seattle, Washington. Many of the positive changes she has made possible.

Ruby's father arrived in Seattle to work on the railroads in 1885, leaving behind in China a wife whom he would never see again. After a brief flight during the anti-Chinese riots, he returned and married 17 year-old Wong See from British Columbia in an arranged marriage. This woman, Ruby's mother, could speak English and Chinese but could not read or write. When her husband became unable to work, she supported the family by running a lottery counter. Being the eldest daughter, Ruby was required to quit school at Franklin High to help her mother by taking a waitress job. Two wealthy Chinese families offered to buy Ruby to be a servant in their home, but Wong See would not sell her.

At the age of 19, Ruby married and moved to New York where she had two children. The marriage did not work out.

In New York she met her second husband Ping Chow. Chow had been part of a touring Chinese Opera Company and because of the war had become stranded with no money and no English speaking skills. World War II was going on at this time, and the Army welcomed his enlistment. After his honorable discharge in 1943, he became a U.S. citizen, married Ruby, and together they moved back to Seattle.

Working in restaurants together, they became a superb team, he as cook, she as waitress. After about five years, they opened their own restaurant on the corner of Broadway and Jefferson in Seattle. They called it Ruby Chow's Restaurant. It was an instant success and continued to be for the next 30 years.

Ruby and Chow worked well together, sharing household and baby sitting tasks (two more children, Brien and Mark, were born) and sharing restaurant duties. Because Chow could speak little English, Ruby did all the ordering of food and supplies, hired and fired, kept the books, and hosted and waited tables. Chow was main chef.

When the restaurant had developed a firm base, Ruby began to become involved in community affairs. Concerned about anti-Asian attitudes developing after World War II and the Korean War, she determined to do something to improve the image of Chinese people. She took her concerns to the Chong Wah Benevolent Association. This group, established in 1909, is the political center of the Chinese community. At her suggestion, they decided to become part of Seattle's biggest annual event, Seafair. Ruby was put in charge of the Association's participation. The highlight of the 1951 Seafair parade was a 125 foot-long dragon from Hong Kong, taking 100 men to operate; this was Ruby's contribution. The same year she added a 75-member Chinese girls' drill team which she had organized and trained.

In 1953, because of Ruby's efforts, the Seafair queen competition included representatives from each minority group: Filipino, Black, Japanese, and Chinese. Up to this time, only one minority candidate could represent all minority groups. In the years that followed, several minority princesses were chosen as queen.

Another triumph came when the Chong Wah Benevolent Association was persuaded to accept women as representatives. Having organized community women, Ruby convinced them that they were doing most of the community work and deserved representation. They demanded their rights behind her leadership and won.

In the late 1950's, Ruby and her husband petitioned U.S. immigration to allow Ping Chow's family to come from Hong Kong to the United States. The petition was approved as long as the Chows took full responsibility for the family's welfare. From this experience, Ruby became an invaluable assistant to other new Chinese immigrants, helping them to handle the mass of restrictions, quotas, racism, and confusion that confronts immigrants who lack English language skills.

In 1963, Ruby was asked to run for a Seattle City Council position, but she declined. However, in 1972, when County Executive John Spellman appointed her to the Board of Equalization, which handles appeals on property taxes, she accepted it as an honor but recognized the position as failing to address the broad social issues she had always held as important.

Ruby was the Democratic candidate for the King County Council in 1973. She won the position and served for 12 years. She summarized her philosophy in one statement: "I believe in helping people to help themselves."

In 1979, she and Ping Chow retired from the restaurant business, allowing Chow to return to his original interest in Chinese Opera. Ruby brought several Chinese Operas to the United States and Seattle for performances, raising money for the educational and cultural programs of the Chong Wah Association.

Retirement from the county council and from the restaurant business did not mean inactivity for Ruby. In 1986, she and her son Brien formed Ruby Chow Associates, a consulting firm that advises companies on the employment of women and minorities. It also participates in the Northwest/Republic of China Trade Consortium.

Though Ruby Chow will be entering her 70's, neither her energy nor her interest level seems to be declining. All her life she has worked to improve conditions for others. At this point, community service has become a life-long habit for Ruby, one that deserves recognition and admiration.

Sources:

Owings-Klimek, Brenda and Jennifer James-Wilson. "Ruby Chow A Woman Ahead of Her Time." State of Washington, Division of Instructional Programs and Services, Office for Equity Education. (Draft Copy - Unpublished at this time)

JULIA BUTLER HANSEN

State Legislator and Congressional Representative

Julia Butler Hansen, born in 1907 in the small Washington town of Cathlamet, was a ground breaker, a woman unafraid to step out of the female stereotype and follow her own instincts. Fueled by high intelligence and curiosity and the strong influence of a mother and grandmother who valued independence, education and, above all, service to fellow human beings, she saw life as a challenge and adventure.

Cathlamet is a small logging town on the Columbia River and remained homebase to Julia throughout her life. Her grandparents settled in Cathlamet in 1877 where her grandmother became known as a strong, courageous woman willing to help others. A story is told about a time when diphtheria was raging through the town. Before a vaccination was developed, this disease killed great numbers of people. A woman whose children were suffocating from phlegm in their lungs went to Julia's grandmother for advice. Unafraid of contracting the disease herself and risking her own child, she went to the woman's house and ministered to the children, saving their lives. She was known for this kind of caring for other people. She was also known for her intelligence. She often complained that it was unfair to allow all men, some illiterate and ignorant, to vote when she herself, who could read and write and think as well, was prohibited from voting.

Julia's mother, also motivated by the idea of service to fellow humans, became a school teacher at age 16. In those days, one could receive a teaching certificate simply by passing an examination. Teaching became her mother's mainstay, especially later when her husband died and she became the sole support of her family. She once ran for county superintendent. It was ironic that women could run for office, but could not vote.

In spite of their outspokenness and independence, both women strongly adhered to traditional housewife responsibilities. Meals on the table, clean house and laundry were priorities, even when Julia's political activities and legislative duties were heavy.

Julia and her family left Cathlamet in 1921 after her father and grandmother died and her younger brother was killed in an accident. Julia, occupied with getting a college degree, did not return until 1934.

Her strongest desire on entering college was to be a lawyer or perhaps a journalist or writer. Because of limited opportunities for women lawyers in the 1920s and learning of her mother's argument that law degrees took too long and cost too much, she enrolled in the department of home economics. She really didn't like to sew or cook, but she had been influenced by a "marvelous home economics teacher" in high school, and she thought home economics would teach her management. The idea of managing a restaurant, teahouse or institutional food facility appealed to her.

Her political activities began in her college years. She organized a group of young democrats and was active in the 1928 and 1932 campaigns. She had no intention of getting into public office, however.

After college, she "walked straight into the Depression" and became a dietician for the Girl Scout organization in Seattle for a short while and then returned to Cathlamet where she opened her own restaurant. The Depression left a definite impression on her. Watching lines of people five or six blocks long in Seattle waiting to apply for one or two jobs, and seeing the needy people who came to her restaurant unemployed and hungry, unable to feed their families, made her keenly aware of government responsibility. She developed a strong social conscience and saw the tremendous responsibility of the government to fill the educational and social needs of its people.

Once in 1933, she and a friend visited the Washington State Legislature while it was in session. Though the trip had been somewhat of a lark, she said at that time, "You know, I think I'll sit here someday," but political activity, as well as an interest in marriage, remained a low priority. "I had no more use for getting married and settling down than a pig had for Sunday." However, her attitude on both subjects changed only five or six years later.

She resumed activity in the Young Democrats and became concerned about a local sewage problem. To be sure something would be done, she ran for Cathlamet City Council. She won the office and launched a public service career that lasted for 43 years.

Having had a taste of government and liking it, she took a job in the stenographic pool at the state legislature. Before long she had moved up to the bill drafting department, and by 1938, her talents had been recognized and she was persuaded to run for the legislature. She had no money to campaign, but at that time campaigning didn't take much money, and she was willing to do a lot of footwork. She won and became one of four women in the State House of Representatives. Prejudice against women was prevalent. "Ninety five percent of those men would just as soon have seen you pitched out."

In 1939, she married Henry Hansen, a Cathlamet logging blacksmith. Her husband encouraged her political activity. She contemplated quitting when they were first married, but Henry said, "Well, it's up to you. Do as you please. You must remember you do a lot for the working people in this legislature." Their relationship was a cooperative one.

In 1945 when she became pregnant, she again thought of quitting politics, but "some ultra ultras got my Irish up." Not wanting the state to fall to Republicans, she ran again. Her son David was born June 6, 1946; elections were in early July of that year. She campaigned from her hospital bed and won a very close election. Her doctor's advice was encouraging: "You know you're never going to be happy just staying home, and besides, your son will be better off if you don't make him the center of your life and treat him as a possession."

Julia's service in government was filled with firsts: first woman to chair a U.S. county central committee; first woman to lead a state caucus in Washington; first woman to chair the Transportation Committee. She was the creator of the Transportation Commission; first woman president pro tem of the House; and the first woman to chair a powerful appropriations subcommittee.

As a Washington legislator, she did a great deal for Washington school teachers. She was responsible for the passage of the first minimum wage bill for teachers and for upgrading teachers' retirement. Her legislation provided the first nursery schools, kindergarten assistance, and junior college financing.

And she loved it all. "Oh, it was fun! I love the legislature. I love legislation. I like the scrambling, the rough and tumble . . . the association with my colleagues . . . the exchange of ideas . . ."

Julia encouraged women to enter politics but left sound advice. She thought women entering the field should be knowledgeable, self-confident, and above all, have integrity. "Keep your word. It doesn't matter–maybe you've made a mistake, but keep your word." Women should not enter political life for "pin money" or "to buy your husband a boat." Do it because "you believe in something." She encourages women "to get into it." She called upon women to be active in politics and to make their beliefs, ideas, and abilities known.

In her last interview before she died in May of 1988, Julia commented on the state of government today. She saw the worst problem as a lack of participation by the average person. She saw an unhealthy dominance of television politics, a system totally different from her experience where politics was active, enthusiastic and real life participation. The flickering images of television politics, often misleading and dishonest, could never satisfy Julia Butler Hansen, a woman of positive, courageous action and integrity beyond question.

Sources:

Owings-Klimek, Brenda and Jennifer James-Wilson. "Julia Butler Hansen." State of Washington, Division of Instructional Programs and Services, Office for Equity Education. (Draft Copy - Unpublished at this time)

Photo provided by Oregon Historical Museum.

JEANNETTE HAYNOR

Legislator

Jeannette Haynor is now serving her 17th year in Washington State government. Having begun with two terms in the State House of Representatives, she is presently in her fourth term in the Senate, serving as majority leader. Her district includes her home town of Walla Walla, all of Walla Walla County and parts of Franklin and Benton Counties.

Although Jeannette feels like a native-born Washingtonian, because she has lived there for 42 years, she was born in Portland, Oregon, as Jeannette Hafner. For many years, her father owned and operated the Colonial Creamery on Third Street near Morrison in Portland. Born in India of missionary parents, her father, one of nine children, was sent to Switzerland, the family's homeland, for his education. He graduated from the University of Bern and moved to the U.S. where he met Jeannette's mother, who was born in Wisconsin.

Jeannette graduated from Jefferson High School in Portland and entered the University of Oregon in Eugene where she earned a bachelor of science and then her law degree. Jeannette was one of only eight women law students during her first year in law school. Only Jeannette and one other woman went on to earn their law degree. She is a member of Oregon's Bar Association and practiced law for three years in the legal department of the Bonneville Power Administration in Portland.

She and her husband, H. H. "Dutch" Haynor, met in law school and moved to Walla Walla, Washington, only five years after they were married. They are the parents of three grown children. Steve is a Doctor of Divinity and heads Intervarsity, a nondenominational Christian organization operating on 750 college campuses around the nation. James, a lawyer like his parents, lives next door to them, and practices in his father's firm. Judith lives in Palo Alto, California, where she works for Hewlett Packard as a Functional Manager for Support Services Software. Jeannette has four grandchildren.

Community work has always been important to Jeanette. Among her many community activities she counts a seven-year term on a Walla Walla School District Board, including a two-year term as chairperson; a four-year term on the board of directors of the Walla Walla YMCA, and a term as chairperson of the Walla Walla County Mental Health Board. She is perhaps most proud of her work founding the Walla Walla "Meals on Wheels" program that deliveres meals door-to-door to elderly shut-ins.

Jeannette had long been active in volunteer political activities when in 1972--with her youngest child in high school--she decided the time was right for her to enter the political arena herself. She ran for the state House against two well-known candidates, one farmer and one businessperson, and won.

By 1989, she had proven that she could not only lead but that she could be the dominant political force in the state capital. With the Legislature split between a Democrat-controlled House of Representatives and a Republican controlled Senate, and with a Democrat in the governor's mansion, the Seattle Times headlined a story, "Hayner in the Driver's Seat." The story was one of many that showed that Senator Hayner not only was a powerful voice with her majority Republicans but was perhaps the single most powerful person in the legislative process.

Jeannette enjoys her work despite the fact that during the annual legislative sessions her time is consumed by it. She works 14- to 16-hour days, often seven days a week.

Like the president of a corporation, she sits at the head of a large organization with many employees and many problems. She is the chief spokesperson for the Senate with members of the press. She gives many speeches throughout the state on government issues. And along with a few other key senators, she decides which measures will and will not be debated by the Washington Senate.

Jeannette has never let being a woman in "a man's world" impede her progress either in community affairs or in the legislature. A recent Associated Press article quotes her as saying, "I've never wasted my time worrying about whether it was impossible (to succeed in a male-dominated occupation). I just did it."

But she did note differences between male and female leadership styles, saying, "Women bring a perspective, a broadening, a leveling."

To those who are trying to make career decisions, Jeannette suggests that they consider government service. "Because government touches so many areas of our lives and has become so big, it now encompasses almost every discipline. Government needs people skilled in investments, law, education, public relations, wildlife management, forestry, computers, just to name a few."

Jeannette Haynor's one goal during her political career has been to help shape a government that does only those things that people cannot--or should not--do for themselves and otherwise leaves them free to pursue their own happiness.

VI HILBERT

Native American Language Translator and Teacher

Vi Hilbert (Indian name Tahqwshublo) can be credited with providing major assistance in the preservation of her native language, Lushootseed. Of the many Indian languages once spoken in the state of Washington, only twelve have survived and are spoken today. Lushootseed, sometimes known as Puget Sound Salish, is one of the twelve that still exist.

Vi, born in 1918 to Charlie and Louise Anderson, both Skagit Indians, fondly remembers the legends told by her parents but especially those told by her father's first cousin, Suzie Sampson Peters.

Suzie never spoke English but could tell numerous traditional Skagit stories in their original forms, repeating them daily in order to remember them perfectly. Using stylized speech to characterize the personages in the stories, she made each story a dramatic performance. For example, Raven always spoke with a nasal twang in Suzie's stories, and special spirit power songs for Bear, Deer, and Flounder in the tale "Mink's House Party" gave the animals a unique identity. Suzie followed native tradition by opening all of her stories with the phrase "Somebody lived there" and closing with "That's all" or "That finishes it." Thus are all traditional Skagit tales opened and closed, and listeners who know tradition always call out the encouraging "Haboo" which means "Go ahead; tell a story."

In 1967, Thomas Hess, a linguist at the University of Washington, needed help in turning oral Lushootseed into written language using a 40 character alphabet. A tribal elder asked Vi if she would remember, translate, and write down those legends told to her by Suzie and others. The Skagit people believe knowledge is contained in the hearts of people rather than in their heads. Using her heart, Vi was deeply surprised to discover how much she was able to remember. She also spent countless hours listening to tapes of the Elders of the Tribe, now mostly deceased, recounting stories. Interpreting and transcribing were tedious and time consuming, but in the end, three volumes of Skagit legends in both English and Lushootseed were published, and Hess had enlarged the dictionary.

Vi went on to teach language and literature courses in Lushootseed at the University of Washington. As a child, Vi heard the legends themselves without the teller's interpretation or explanation. She presented them in the same way for her students, allowing them to write their own interpretations. She says the variety in individual interpretations serves to make the legends even "more beautiful" for her.

Vi considers preserving Indian legends and language important work. She has said it is the only way "to dispel ignorance and replace it with respect for Indian culture." The legends endeavor to instill the values of the Indian culture such as respect for the earth and its creator, honesty, helpfulness, compassion, cleanliness, and industry.

She said in a 1986 interview, "I feel a greater urgency to inform the general public of the respect all of us must share for our world and its teachings. It is indeed their inheritance, also. Not just Native people, but all people. If they haven't learned anything about our culture, they've been deprived or underprivileged."

At this time two Lushootseed language projects supported by the National Endowment for the Arts are ongoing. Thomas Hess's dictionary, Dictionary of Puget Salish, is being revised and a collection of Lushootseed stories with English translations, a glossary, and notes on the linguistic and literary structure is being compiled. Audiotapes of these stories are also planned.

Such legends of the Skagit tribe were doomed to die when those who told them died until Tahqwshublo (Vi Hilbert) translated them and preserved them forever in written form.

Sources:

Eaglefeather, Floating. "They've Never Known Us." The National Story Telling Journal. (Winter 1989): 10-12.

Owings-Klimek, Brenda and Jennifer James-Wilson. Tsagigla'lal: She Who Watches, Washington Women, A Centennial Celebration Volume I. State of Washington, Division of Instructional Programs and Services, Office for Equity Education, March 1989.

THELMA HARRISON JACKSON

School Board Director and Consultant

Thelma Harrison Jackson was born in Mobile, Alabama, January 14, 1946, in the midst of segregation. She learned early to make the most of what she had, appreciating the good and working to overcome the negatives. These principles continue to guide her as a successful management consultant and a nationally recognized school board member.

In Mobile where Thelma, the oldest of four children, grew up, schools, stores, restaurants, residential areas and busses were all segregated. In spite of this atmosphere, or maybe because of it, Thelma developed a strong inclination to make something of herself. Warm, caring school teachers, who set high standards, encouraged her to succeed. Her father was a retired civilian worker from an air force base and her mother stayed home to care for the children. She died when Thelma was 13 years old. A kind seventh-grade teacher befriended Thelma, in part replacing the mother she had lost. They remain very close friends.

Thelma was graduated from high school as valedictorian of her class. However, very few educational opportunities existed for high-achieving young black students in the Deep South during this time. Her family could not afford to send her to college, but again concerned and caring teachers helped her attend Southern University in Baton Rouge, Louisiana, where she graduated with a bachelor of science degree in biochemistry in 1968. Straight from college, she was recruited to work in radiation research at Battelle Northwest in Richland, Washington. She liked her first taste of the Northwest, and she and her family have lived in Washington ever since.

Now located in Olympia, Washington, Thelma looks back on a variety of community activities and 13 years of service on the North Thurston School Board. She put her talent to work providing board-level leadership to organizations such as Girl Scouts, American Red Cross, YWCA and church groups. She was involved in a variety of activities and conferences during the late 70's and early 80's. She served on the Trustee Board of the Evergreen State College, a nationally acclaimed non-traditional liberal arts school in Olympia, for six years. Thelma's involvement in vocational education at the state and national level is recognized. She is a featured speaker at numerous conferences on education at all levels.

As a school board member, she was recently elected Second Vice President of the Washington State School Directors Association (WSSDA). In two years she will hold one of the most significant public education posts in the state of Washington. Rotating through the offices of the executive board, she will be President of the WSSDA in 1991. This group represents local school boards throughout the state, lobbies the legislature on behalf of children, and provides leadership training to school board members governing the 294 districts of the state.

Schools, especially those in Thurston County, are of special concern to Thelma. She recognizes that today's students in public schools are different from those in the past. They are more diverse and more challenging than ever before. She sees a major change in traditional schooling as one answer to these obstacles.. Already her district has attempted to provide options such as high schools offering nontraditional courses that focus on vocational skills and one that operates during evening hours to allow students to intern in business and professional areas during the day. She emphasizes multicultural curriculum and sees ethnic diversity as a strength of her community. She believes that schools must be "restructured" in order to accommodate today's student. "The system has to undergo complete transformation," she has said. "The model that dates back to the early 1900's must be modernized as we enter the 21st century."

When not involved with school board business and other community activities, she is occupied full time in Nat Jackson and Associates, Inc. as Vice President for Management Services. She and her husband founded this company 12 years ago and the business now employs around 50 people. Though she no longer works as a scientist, utilizing her biochemistry degree, she finds that her scientific background of research, data collection and analysis helps in many of her endeavors.

She has no specific goals in mind other than her continued work to restructure and improve public schools. She finds great pleasure in the work she is doing. Her greatest source of pride, however, is her family. Married 23 years to Nat (Nathaniel) Jackson, she is mother to two daughters, one a graduate of Pepperdine University and now employed by AT and T, another attending Western Washington University. Her son Nathanial Jr. is a five year old enjoying kindergarten. Balancing career and family responsibilities is no easy job she readily admits, but her example proves it's possible to be successful at both.

Sources:

"North Thurston Reflects Changing Times." The Olympian. March 26, 1989.

ESTHER MUMFORD

Historian

Esther Mumford has been dedicated to preserving the history of black people in the Northwest. A chain of books, pamphlets, exhibits, and speeches reflects her effort to make black history, mostly left out of standard history books, as familiar as white history.

Her interest in history began long ago when she was growing up in Ruston, Louisiana, in a family of farmers and school teachers. Born January 20, 1941, she could not believe what her history textbooks in her segregated school were telling her. They depicted African Americans as either devoid of history or merely objects civilized through slavery who contributed nothing to the culture of the world or the U.S. She set out to show such assumptions to be erroneous, but her search for data was halted almost before it began. Though her parents and grandparents had been property owners and taxpayers since the 1880's, she was denied use of the public library in her hometown because of racism. Undaunted, through family purchases and books borrowed from friends, she began her discovery of the past.

A major turning point in her life came when she decided to move to Seattle, Washington, on the invitation of an aunt and uncle living there. In Seattle, she had unlimited access to libraries. She enrolled in the University of Washington and was graduated in 1963 with a bachelor of science degree in political science.

Her interest in black history did not wane. She worked two years as an oral history interviewer for the Washington State Division of Archives and Records. Doing this work, she realized that the history of African Americans in Seattle was little known and poorly documented. She began research continued for a period of three years which resulted in a book entitled Seattle's Black Victorians: 1852-1901 which she and her husband Donald Mumford published in 1980. Her work involved countless hours examining newspaper collections, library resources, city and county records, and private collections.

The book brought out the stories of a group of people who were landowners, craftspersons, laborers, professionals and operators of small businesses. They had organized churches, clubs, and other organizations, many still functioning today, but they were a group unmentioned for the most part in historical writings.

Through interview contacts she met the Yarbroughs, a black couple who dreamed of an African American museum where records and artifacts could be preserved and shared with a wider audience. The couple, and several other individuals, formed a group now known as the Black Heritage Society of Washington State.

The Society has grown in membership and has been active in promoting the study of black history. It has exhibited in public libraries, Museum of History and Industry in Seattle, in schools and colleges, governmental and community agencies. The group contributed to the restoration of the gravesite of Thurston County pioneer George Bush and the erection of a statue of Dr. Martin Luther King at Columbia Basin College in Pasco, Washington.

In other ways Esther has furthered the cause as well. She wrote a short story about a boy who grew up in the small mining town of Roslyn, Washington. The story was included in a book written to celebrate Washington's centennial. Entitled A Horse's Tale, the book included stories representative of each of the decades of the state's history. As consultant and assistant curator for the Peoples of Washington exhibit touring the state, she wrote a chapter in a book of the same name. She also secured a grant for an exhibit called "Neglected Heirlooms: Blacks and Washington's Building Treasury." This was followed by her brochure "Blacks and King County's Building Treasury."

Selected as an Inquiring Mind speaker in 1988 by the Washington Commission for the Humanities, she has spoken all over the state, including a national park and a prison, on two subjects: "Black Women in Washington 1850-1950" and "Washington's Black Victorians and Their Children." In 1986, her second book Seven Stars and Orion/Reflections of the Past was published. It contained oral histories of seven women and one man who were born in Washington or moved to the state during the early 1900's.

In 1988, Esther was an oral history interviewer for King County's Governmental History Project; she was a researcher for the Washington State Office of Archeology and Historic Preservation, and she presently serves on the Board of the Episcopal Women's History Project.

In 1986, the Ethnic Heritage Council of the Pacific Northwest honored her with the Aspasia Phoutrides Pulakis Award for her work in furthering intercultural understanding. Recently she received the Washington State Centennial Commission's Ethnic Heritage Award honoring her as one of Washington's Living Treasures.

Esther's work will continue. She has enhanced her expertise with workshops in bookbinding, the handling of old photographs and other artifacts, and other historical record keeping techniques. There are many more interviews, more publications, and more exhibits in her future. Her one lament is that her historical research, particularly oral histories, didn't begin sooner. So many pioneers died before she was able to record their memories.

DOLORES ESTIGOY SIBONGA

Civic Leader

Life holds many pleasures for Dolores Estigoy Sibonga as well as new challenges. Already having a long list of accomplishments to her credit, she is now poised for a run for the position of Mayor of the City of Seattle, Washington. The election will be in September 1989.

Dolores was raised in Seattle and remembers many hours of table waiting as a young girl in her Filipino parents' restaurant. She was graduated from Garfield High School and went on to the University of Washington where she earned a bachelor of arts in Communications/Journalism.

For a time she worked for a local television station where she wrote and produced two documentaries: "Foremost Women in Communications" and "1000 Outstanding Women." Her work brought an Emmy nomination in 1980. In addition, she and her husband, Martin J. Sibonga, wrote and published a local newspaper for the Filipino community of Seattle for many years.

When the Boeing recession hit Seattle laying off hundreds of workers, her husband became one of the unemployed. At the age of 39, Dolores entered law school at the University of Washington. In spite of financial problems and the care of a young family, she was graduated with a Juris Doctor degree, the first Filipino American to do so. Then came a job as a staff attorney in the Seattle-King County Public Defender's Office where she worked from 1972 to 1975. Her youngest daughter, also a lawyer, now works out of the same office.

Dolores had her first experience in politics when she was appointed as an interim City Councilmember in 1978 from August through December. She liked the position well enough to resign from the Washington State Human Rights Commission (WSHRC) and run for a Council seat in 1979. She was elected and is now in her third four-year term as a City Councilmember. Her responsibilities have included chairperson for Personnel, Parks, Finance, and Budget committees.

In her many years on the Council, she has been instrumental in a number of worthy projects: first Affirmative Action Plan for Seattle; first Economical Development Plan and first Comprehensive Financial Plan. Current efforts include placing an Open Space Bond on the ballot; Green Lake, a major recreational area, water quality improvement; and a long range plan for Seattle Center, a regional facility.

Her professional and civic affiliations presently include being a board member and serving on the International Trade Task Force, and a member of the Finance and Intergovernmental Relations and Economic Development committees of the National League of Cities. Last year, Dolores was chairperson of the Puget Sound Council of Governments King Sub-Regional Council; and she is currently a member of Asian Elected Officials, both local and national. Most recently she was appointed to the Democratic National Committee.

In the midst of all this activity, Dolores keeps her spiritual life whole by spending time with her family which now includes two daughters, one is a lawyer, the other pursuing a master's degree in psychology; one son, is a carpenter who loves to ski; a retired husband; and one grandchild named Maya. She also fits in long walks on the beach and aerobics.

Renewing activities such as family gatherings and physical exercise may be part of the secret to Dolores' success. Her career is marked by optimism and energy which only seem to grow as time passes. On the verge of a major new endeavor, she is as ready as ever with the same characteristic vitality and enthusiasm.

This book is designed for use in schools in a variety of ways with large and small groups or with individuals. Because of the reading and interest levels, the biographies are best suited to the secondary level, but might also be used with some fifth and sixth graders.

The objectives and activities presented are centered on themes: Success, History and Tradition, Obstacles to Overcome, and Learning. These themes are consistent with a conceptual approach to the teaching of history, humanities, career education, social studies, English, etc.

Theme

SUCCESS

Objectives:

The student will be able to

(1) define the term success.
(2) identify the characteristics of successful people.
(3) understand motivation and compare self motivation to that produced by outside sources.
(4) identify barriers to success.

Relevant Biographies:

All

Activities:

Group

1. Before reading the biographies, as a group, students will list the characteristics they feel successful people have. After reading the biographies, they will compare the characteristics of the women with those on their list. A second list of characteristics the women have in common can also be compiled.
2. After reading the suggested stories, students will discuss the ways the women were motivated.

Individual

1. The student will write a description of a successful person he or she knows explaining why this person is successful.
2. The student will describe a situation in which he or she was confronted with a barrier of some kind, and explain how the situation was handled.
3. The student will interview successful people asking questions about motivation and overcoming barriers and report on her/his findings.

HISTORY & TRADITION

Objectives:

The student will be able to

(1) understand the purpose of preserving history and tradition.

(2) appreciate his or her own family tradition and history.

(3) understand how legends and myths evolve.

(4) recognize that the history and tradition of minority groups, in many cases, have only recently been reclaimed and documented.

Relevant Biographies:

- Mariah Anne Taylor
- Vi Hilbert
- Lillian Pitt
- Dr. Gail Nakata
- Floy Pepper
- Y. Sherry Sheng
- Maria Salazar
- Esther Mumford
- Delores Churchill
- Mohava Niemi
- Anna Rademacher
- Ruby Mar Chow
- Molly Smith

Activities:

Group

1. Groups of students will read the biographies of Vi Hilbert, Lillian Pitt, Esther Mumford, Delores Churchill, Maria Salazaar, and Molly Smith to determine what each individual is doing to bring about awareness of history and tradition. Large group discussion will follow.
2. After students have read and discussed the biographies selected, some of the women might be invited to speak to the class. Other persons of various ethnicities might be invited to discuss their cultural backgrounds and the ways their perceptions may differ from others, and demonstrate their skills in art, crafts, food, dance, etc.
3. After reading the selected biographies and discussing family traditions and history and how they are passed down, students will share some of their own family traditions and stories orally or in writing.

Individual

1. The student will interview an older member of the family about her or his life and write a biography of this person.
2. Investigating his/her own origins, the student will make a family tree and collect stories about the people it includes.
3. The student will write a legend, a story describing an event which is a part of her/his family history that has been passed on by word of mouth.

Theme

OBSTACLES TO OVERCOME

Objectives:

The student will be able to

(1) identify ways obstacles can be overcome.

(2) recognize discrimination when it occurs.

(3) identify strategies to combat discrimination.

Relevant Biographies:

Irene Ryan
Blanche Preston McSmith
Barbara Roberts
Dr. Gail Nakata
Esther Mumford
Dr. Susan R. Cushing
Mariah Anne Taylor
Marvel Crosson
Lydia Fohn-Hansen
Mahala Ashley Dickerson
Julia Butler Hansen
Elizabeth Peratrovich
Floy Pepper
Maria Salazar

Activities:

Group

1. After reading one or more of the relevant biographies, groups of four or five students will discuss the following and report their findings to the large group:
    1) Identify obstacles the women had to overcome.
    2) Identify examples of discrimination in the lives of the women in the biographies.
    3) Determine the kind(s) of discrimination apparent (race, sex, national origin).
    3) Identify how the discrimination was dealt with.
2. Each student is assigned one biography to read. The student will then role play the woman in the story and tell the large group about her life in first person. Other students may ask questions. The role player will answer as the character represented might be expected to respond.
3. Groups of students are asked to carefully examine their textbooks for examples of discrimination or bias in content, graphics, etc. If none are found, students are asked to identify what features of the textbook make it nondiscriminatory. Small groups report to the large group. Discussion is encouraged.

Individual

1. The student will prepare a speech or write an essay after reading a suggested biography. The speech or essay will center on discrimination and how it affected the lives of the women in the stories.
2. The student will research civil rights legislation at both the state and federal levels. He or she will report findings to the rest of the group.
3. The student will create an original story, play, or poem on the theme Overcoming Obstacles.

LEARNING

Objectives:

The student will be able to

(1) recognize that experience is a good way to learn.

(2) recognize that formal education, college degrees, and other credentials open doors.

(3) understand the value of role models.

(4) understand that learning is a lifetime activity.

Relevant Biographies:

Nancy McCleery
Delores Churchill
Linda Rosenthal
Floy Pepper
Dr. Susan R. Cushing
Rosanna Chambers
Dr. Ethel Simon-McWilliams
Tessie Williams
Jeannette Haynor
Maria Salazar
Freddye Webb-Petett
Barbara Roberts
Thelma Harrison Jackson
Susan Farrell Goodman
Lydia Fohn-Hansen
Barbara Morgan
Mohava Niemi
Dolores Estigoy Sibonga
Jan Marie Dawson

Activities:

Group

1. After reading one or more of the above biographies, a group of four or five students will discuss the following questions and report their findings to the large group:
   1) How did each woman gain her present skills?
   2) How important was formal education?
   3) How important was experience?
   4) How does the learning of each woman continue even after success has been achieved?
2. In a group discussion students will share their ideas of a job they would like to hold, telling why they think they would enjoy such a job and how they think they should prepare themselves.
3. The group will discuss role models and their function.

Individual

1. The student will select one or two occupations in which he or she has an interest and develop a preparation plan which will include relevant high school courses to take, necessary college programs, appropriate practical experiences, and knowledgeable people to consult.
2. The student will select someone who has been or is a role model and write a biography about the person in the same style as the biographies in this book.
3. The student will write his or her own biography.